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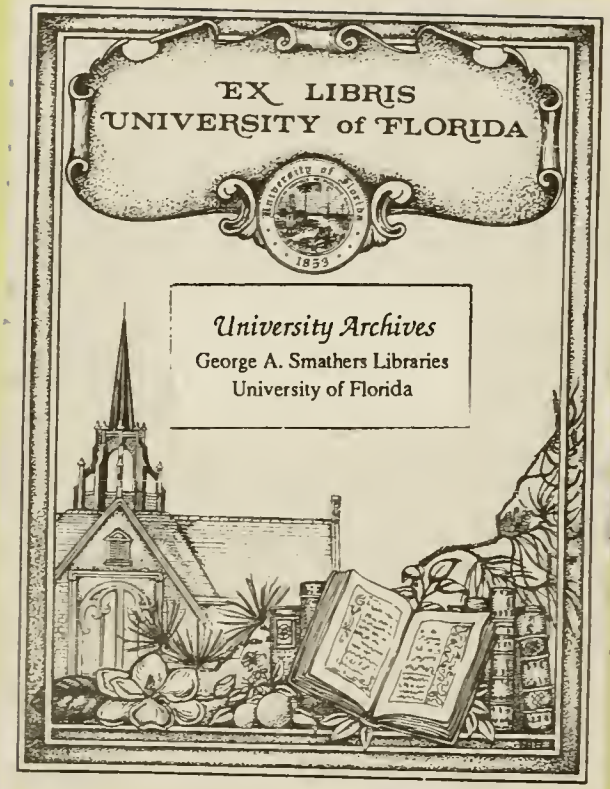
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THE UNIVERSITY RECORD
J. HILLIS MILLER HEALTH CENTER
UNIVERSITY OF FLORIDA, GAINESVILLE

COLLEGE OF MEDICINE CATALOG

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This public document was promulgated at a cost of $9,837.81 or $1.64 per copy to counsel and inform prospective medical students and others interested in the educational programs of the College of Medicine.

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ACADEMIC CALENDAR 1980 - 1981

ALL CLASSES	
Registration	Friday, September 5, 1980
Homecoming	Friday Noon, October 24, 1980 Saturday, October 25, 1980
Veterans Day	Tuesday, November 11, 1980
Thanksgiving	Wednesday, 6:30 p.m., November 27 to Monday, December 1, 1980
FIRST YEAR (Class of 1984)	
Phase A	
1st Quarter	
Orientation	Tuesday-Friday, September 2-5, 1980
Classes Begin	Monday, September 8, 1980
Quarter Ends	Friday, December 19, 1980
2nd Quarter	
Classes Begin	Monday, January 5, 1981
Quarter Ends	Saturday, March 21, 1981
3rd Quarter	
Classes Begin	Monday, March 30, 1981
Quarter Ends	Friday, June 19, 1981
SECOND YEAR (Class of 1983)	
Phase B	
1st Quarter	
Classes Begin	Monday, August 25, 1980
Quarter Ends	Tuesday, December 16, 1980
2nd Quarter	
Classes Begin	Monday, January 5, 1981
Quarter Ends	Friday, March 13, 1981
Clinical Rotations	Monday, March 23, 1981
THIRD YEAR (Class of 1982)	
Phase B (continued)	
Clinical Rotations End	Saturday, March 21, 1981
Phase C	
Classes Begin	Monday, March 30, 1981
FOURTH YEAR (Class of 1981)	
Phase C (continued)	
Classes End	Friday, May 29, 1981
Commencement	Saturday, May 30, 1981

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71 Faculty

104 **STUDENTS**

104 Medical Students
110 Graduate Students
111 Physician Assistant Students

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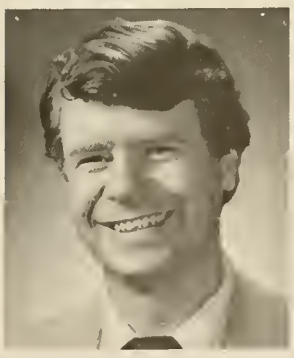

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GENERAL CONSIDERATIONS

The College of Medicine, a component college of the J. Hillis Miller Health Center of the University of Florida, opened its doors to medical students in September, 1956. The various programs rapidly expanded to include a curriculum leading to the M.D. degree, a Ph.D program in the basic medical sciences, and residency programs in the various specialties and subspecialties of medicine, and numerous special fellowship programs of clinical or scientific orientation.

The College of Medicine aspires to serve as an academic center of scientific and educational excellence and leadership in medicine and allied health fields, and highly specialized medical care services to patients referred by practicing physicians. The faculty is dedicated to programs of education, research, and patient care, while providing the student educational experiences of the highest quality. Located in northcentral Florida, the College of Medicine is engaged in intramural programs with the Gainesville Veterans Administration Medical Center and extramural programs involving neighboring communities as well as a network of educational services in Daytona Beach, Jacksonville, Tallahassee, Pensacola, Orlando, and other Florida cities.

Situated at the southeast corner of the 2000-acre campus of the University of Florida, the College of Medicine enjoys the benefit of strong ties with other programs within the University. The relationships to engineering, biological sciences, social sciences, education, psychology, and other disciplines are of particular importance.

EDUCATIONAL CONCERNS

The educational concerns of the College of Medicine begin with preprofessional counseling, and include the program leading to the M.D. degree, residency, and continuing medical education for the practicing physician. Each phase of this educational continuum has particular emphasis and significance.

Educational offerings for the student of medicine must draw on the humanities, natural and biological sciences, and on technology to provide a well-balanced educational experience. The graduates of the program must have an appreciation both for the breadth of the arts and skills of medicine and the highly specialized and fundamental nature of scientific medicine. The graduates of the M.D. degree program must have sufficient experience to be able to choose from the many career opportunities in medicine. Also, they must have acquired an attitude of continuing self-education and must have learned to adhere to the highest scientific and ethical standards of the medical profession.

The College of Medicine and its programs received full national accreditation first in 1960 and again in 1976 by the Liaison Committee on Medical Education of the Association of American Medical Colleges and the American Medical Association. The residency programs are accredited individually by respective Specialty Boards.

STUDENTS

The College aspires to attract into the various programs students of the highest caliber. High standards of scholastic achievement, moral character, and motivation are required of the student. The highly personal relationship between patient and physician places the latter in a position of trust, which demands maturity, integrity, intellectual honesty, and a sense of responsibility. Because of the vast area of science which must be mastered by the physician, the student of medicine must possess a high basic aptitude supplemented by academic preparation of the highest order. Through an active recruitment program, a broader representation of the ethnic mixture of the state is sought in the student body. The College adheres strictly to the principle of ethnic, racial, religious, sex and social equality among its student body and faculty.

The University of Florida does not discriminate on the basis of handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinator for University compliance with Section 504 of the Rehabilitation Act of 1973 is the Associate Dean for Student Affairs.

FACULTY

The student is accepted into a fellowship of learning that should mark the beginning of an educational and personal relationship of long duration. To meet the requirements of modern medical education, the faculty must be representative of a wide area of academic experience. In addition to the demand for highest competence in a chosen field of specialization, the faculty must be interested in education and in students. It must attempt to develop and maintain close faculty-student relationships through personal, professional, and social contacts. The nature of investigative and clinical training demands close interaction between faculty, students, and the problem at hand, be it the patient or the object of scientific study.

RESEARCH

Individual and cooperative investigations constitute an important aspect of the activities of faculty and students. Facilities and equipment are made available through state, private, and federal funds. In addition to the research laboratories and animal facilities in the J. Hillis Miller Health Center and the Veterans Administration Medical Center, there are animal research facilities at the Health Center Animal Research Farm.

Research projects of the faculty of the College of Medicine range from problems of molecular and cellular biology to all phases of basic and applied clinical investigations including behavioral sciences, epidemiology, and many other disciplines. Collaborative projects are in process with veterinary science, engineering, biology, nuclear sciences, psychology, sociology, education, and many other disciplines.

In view of the nature of modern biomedical investigation, it is natural that many interdepart-

mental efforts have evolved. Most of these involve faculties from the basic and clinical sciences, and frequently from other colleges in the University. In general, these groups are organized along categorical lines such as the Center for Neurobiological Sciences, the Cardiovascular Group, the Tumor Biology Group, the Divisions of Infectious Diseases, Genetics, Endocrinology and Metabolism, and Gastroenterology, to mention a few. These groups serve a specific research need for the faculty and comprise very strong educational units in the new curriculum. The Clinical Research Center in the Shands Teaching Hospital is a focus for clinical investigation. Very active collaboration in both research and education is developing between faculties of the College of Medicine and the College of Engineering. Educational opportunities in biomedical engineering are available at all levels: pre-bachelor, graduate, and postgraduate.

FACILITIES

Most programs and faculty are housed in the J. Hillis Miller Health Center. The Health Center's facilities include the Chandler A. Stetson Medical Sciences Hall, the Communicore Building, the Colleges of Dentistry, Health Related Professions, Medicine, Nursing, Pharmacy, Veterinary Medicine, the Shands Teaching Hospital and Clinics, Inc., and the Gainesville VA Medical Center.

The 465 bed Shands Teaching Hospital and Clinics, Inc. has some 18,000 inpatient admissions recorded each year. The outpatient clinics and services record over 200,000 visits per year. The VA Medical Center, located across the street from the Health Center, has a capacity of 480 beds and provides additional clinical and research sources. Both institutions offer ample opportunity for hospital-based bedside and ambulatory teaching. Formal educational affiliations have been established in Tallahassee, Pensacola, and Jacksonville as well, thus providing additional basic science and clinical science resources.

The Communicore is a facility unique to the College of Medicine. This building houses lecture and seminar rooms, multidisciplinary teaching laboratories designed to be flexible enough to accommodate the wide variety of laboratory teaching programs of the different disciplines, study areas, and a center for development and utilization of audiovisual and automated learning aids. In addition, the Health Center Library has a collection of 160,000 books and periodicals. Computer-based bibliographic retrieval services, such as MEDLINE, are available to support teaching and research activities. The Library participates in a regional network of medical libraries to supplement its information resources.

ACADEMIC CONSIDERATIONS

Medicine, as a profession deeply rooted in the culture of the society it serves, must be responsive to social needs and demands. Deficiencies in the medical system developed slowly in recent decades and assumed critical proportions in the last few years. Both the consumer and the provider of medical care now are expecting major changes in the practice of medicine and

its capacity to serve all elements of our population. Medical education, although somewhat isolated from the day-to-day problem of medical care, has been drawn into the mainstream of crisis and change. In response to this challenge, the faculty of the College of Medicine has been deeply concerned with the adaptation of the educational programs to the needs of today and tomorrow.

THE CONTINUUM OF MEDICAL EDUCATION

The curriculum of the College of Medicine has several basic objectives. First, it is designed to instill in the medical student in the first year the attitude of a physician. By presenting the student with a clinical problem and sufficient basic science data to understand the organic malfunction, it is hoped the learning process will assume a meaningful significance. Second, the curriculum is designed to acquaint students with the different facets of medicine in such a fashion as to permit them to make an early choice from the many career offerings in medicine. Third, the study plan permits the student to assume the responsibility for developing an educational program revelant to their particular needs—a program which will permit him to derive maximum benefit from the learning process.

The present medical curriculum is the product of a trend over the last 50 years in which the medical school and its parent university have established close academic ties. This trend has had a great impact on the quality and character of medical education. It has facilitated the emergence of scientific medicine and increased sophistication of patient care (including preventive medicine). The price paid for these advances has been a rising cost of medical education and medical care, as well as an alienation of medical schools and their faculties from organized medicine and the practitioner. As our society approaches an important juncture in the development of health and medical care systems, the conflict between education and practice is becoming the cause of increasing concern for involved parties. Medical school faculties now are studying carefully the long-range aspects of their educational endeavors, as well as their position as proponents or intermediaries between opposite points of view. As a result of this review process, significant proposals for far-reaching change are being made, which will have a long-lasting impact on medical education and medical schools.

THE ART AND SCIENCE OF MEDICINE

The scientific basis of medicine universally is accepted as a prerequisite for medical practice—at least on an intellectual level. Too often, however, we are confronted with the idea that the practice of medicine is an art rather than a science; and furthermore, that too much science in medical education renders the future physician insensitive to the human needs of his patients. Frequently medical students complain that entrance into medical school really does not bring about the expected change in fulfillment of their motivational desires. Often they feel

removed from the art of medicine to the point where they cannot experience satisfaction or gratification of their emotional needs. As a result, a cynical attitude may emerge toward medical and patient problems, with a subsequent loss of motivation toward learning. The education experience must help the student to achieve a high quality blend of humanism and science, which will enable optimal medical care to be provided to patients. The faculty hopes some of the new programs will provide a blending of the art and the science of medicine.

Through careful planning an effort will be made to use the fundamental knowledge of the basic sciences in a meaningful relation to career goals in medicine. While during Phase A (first year) the emphasis will be on sciences, it will focus on clinical medicine during Phase B (second year and first half of the third year). The opportunity to advance in both fields in a correlated fashion then will be offered in Phase C. It is hoped this program will contribute toward a resolution of the ambivalence between science and the practice of medicine.

The effect will be enhanced by an earlier beginning of clinical rotations by the student (third quarter of the second year), thus eliminating prolonged frustration.

These two features are of special significance for modern medicine, since there is widespread recognition that delay between scientific discovery and its clinical application is too long and must be shortened. It is expected that the graduates of the new program will have less difficulty in retaining a true feeling for a close relationship between science and practice.

FLEXIBILITY OF PROGRAMS

For many years, medical faculties attempted to adhere to a principle of completeness in spite of the increased volume of knowledge in the basic medical and clinical sciences. They added new courses and condensed old ones until the deluge of factual material over-extended the student's capacity for retention, as well as his or her facility for mental integration. In addition, the assumption was made that a single standard program of instruction would be adequate for all students accepted into the medical program. Experience at the University of Florida has since prompted consideration of the varying backgrounds of medical students and a flexible curriculum which will be relevant to the individual's needs and will permit incorporation for further developments in medical education. Consequently, the new program at the University of Florida differs from the previous curriculum in the following ways:

1. The basic or core program no longer is designated to transmit the total knowledge presumed necessary for the practice of medicine. The emphasis has changed from presentation of content to the transmission of an educational process, whereby the student is largely required to seek out the necessary content. Admittedly, the student will have wide gaps in the knowledge of basic sciences and the practice of medicine, but should have sufficient information to make a rational and well-informed decision regarding further education.

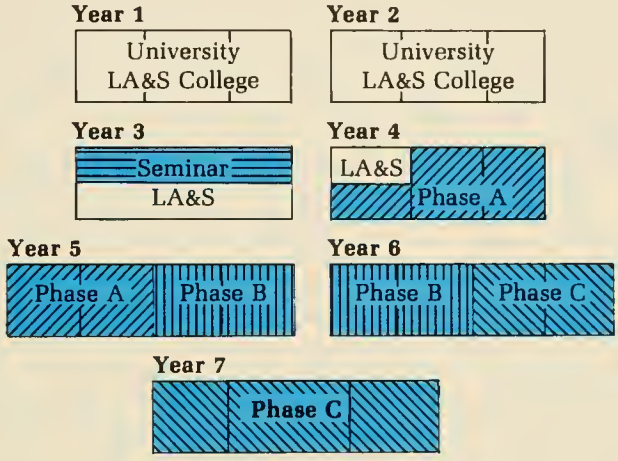
2. Although students in a medical school all share the desire to become physicians, their backgrounds and specific goals vary greatly. By permitting greater individualization, the new curriculum will enable the student to adapt their personal program to previous educational experience, individual learning speed, and to career plans for the future. In providing for this flexibility, the medical curriculum will become an educational continuum beginning with preprofessional education and culminating with continuing medical education for the practicing physician.

3. The new medical program will endeavor to free the student from the classroom and provide an opportunity to pursue studies in the library or laboratory. While the regular course load for the first year of the medical student previously consisted of 34 to 36 hours per week, it has been reduced. The student with more time to devote to individual studies will require greater support also—through guidance, counseling, teaching aids such as computer assisted instruction and others.

4. It is anticipated that the length of study in the medical program can be adapted naturally to the needs of the individual student. In some instances first year courses may be used to fulfill undergraduate degree requirements. In others, a student may embark on an early residency program or pursue a combined M.D.-Ph.D. degree program. The prime emphasis of the curriculum is on providing a program which has the elasticity to encompass individual needs and interests. In addition to the change in structure of the curriculum, two new programs for entrance into medical school besides the traditional route have been developed:

JUNIOR HONORS MEDICAL PROGRAM

The Junior Honors Medical Program allows the highly motivated and qualified student to integrate the latter portion of premedical education with preclinical basic science medical education. Application to the program takes place during a student's second year of college. Students accepted into the program are simultaneously accepted into the College of Medicine. Third year Junior Honors students take one seminar each quarter. These seminars provide the student with a solid background in biochemistry and other areas of preclinical basic science.



Emphasis in these seminars is placed on student participation in a relatively non-structured and informal format. In addition to the seminars, students continue to register for course-work within the College of Liberal Arts and Sciences. Many students in the program also become involved in research projects. The fourth year, the participants merge into the standard Phase A medical program. Since the College of Liberal Arts and Sciences grants credit for the third year seminars and most of the Phase A work, program participants are able to receive a B.S. degree at the end of the first year of medical school.

Students are eligible to apply if they have (1) completed at least one year (three quarters) of zoology; (2) completed two courses (quarters) in calculus; (3) completed freshman chemistry and organic chemistry; (4) completed University of Florida's general education requirements, English, institutions and humanities either via course or placement credit and (5) have a 3.5 or higher grade point average. Students who have also completed their foreign language and/or physics requirements during their first two years are in a favored position with respect to application to this program. Although most applicants are second year students at the University of Florida, applications are also accepted from students not enrolled at the University of Florida who meet the above requirements and who are Florida residents.

Additional information about the Junior Honors Medical Program and the application procedures may be obtained by writing the Assistant Dean for Preprofessional Education, College of Medicine, University of Florida, Gainesville Florida 32610.

PROGRAM IN MEDICAL SCIENCES (PIMS)

The program in Medical Sciences (PIMS), an inter-university approach to medical education, began in the fall of 1971 at the Florida State and Florida A & M Universities in Tallahassee. In this program, the two Universities in the state capitol have combined efforts to provide instruction in the preclinical medical sciences parallel to the first year curriculum of the University of Florida College of Medicine. Since this instruction is integrated with traditional undergraduate degree programs in a college such as Liberal Arts and Sciences, the time permitted to achieve competency in the preclinical sciences is flexible. While it is expected that most students will spend five years in reaching this level, a number of accelerated students may do so in four years, others in six.

Participation and enrollment in PIMS courses is limited to full-time undergraduate students at Florida State and Florida A & M Universities. From among the participants in the program, an evaluation committee determines which students are to be awarded secured status. This status assures the student entrance into the second year at the University of Florida College of Medicine, assuming acceptable academic performance and professional growth during completion of the program requirements.

The curriculum is designed around a nucleus of existing courses in the social, biological and physical sciences at Florida State and Florida A & M Universities, and contains all of the traditional basic science disciplines, short of physical diagnosis and systemic pathology. Clinical seminars and other clinical experiences are furnished by the community of practicing physicians in Tallahassee with the cooperation of Tallahassee Memorial Hospital, the Florida State University Health Service, and Sunland Training Hospital.

Detailed information on the Program in Medical Sciences can be obtained by writing the Office of the Director, Program in Medical Sciences, Florida State University, Tallahassee, 32306.

PHYSICIAN ASSISTANT PROGRAM

The Physician Assistant Program offered by the College of Medicine, University of Florida, is designed to prepare health care professionals who will perform certain functions traditionally performed by licensed physicians. The primary objective of the program is to prepare a physi-

cian assistant who provides comprehensive health care, under the supervision of a licensed physician, to family members at various points along the age continuum. The curriculum of this program offers the student in-depth content in the basic and medical sciences.

An admissions committee determines the students who are to be selected. Enrollment is based on limitations imposed by laboratory and clinical facilities and materials. Admission to the physician assistant major is open in the Fall Quarter only. Graduates of the Program receive the Bachelor of Science in Medicine degree. This program was awarded full accreditation by the American Medical Association's Council on Medical Education in 1974.

To be eligible for admission to the College of Medicine Physician Assistant Program, an undergraduate or postbaccalaureate student must:

1. Complete all lower division courses in the PRE-PHYSICIAN ASSISTANT CURRICULUM.
2. Pass all required pre-professional courses at a "C" or better level. NOTE: CLEP credit does not substitute for any of the pre-professional requirements.
3. Show evidence of sound physical and mental health.
4. Have one year of direct patient care contact.

Additional information about the Physician Assistant Program and the application procedures may be obtained by writing Director, Physician Assistant Program, Box J-222, JHMHC, College of Medicine, University of Florida, Gainesville, Florida 32610.

JACKSONVILLE HEALTH EDUCATION PROGRAMS, INC. (JHEP)

Eleven hospitals in nearby Jacksonville formed the Jacksonville Health Education Programs, Inc. (JHEP) with the goal of improving medical education in the community. In 1969, by action of the Board of Regents, JHEP became a division of the J. Hillis Miller Health Center. An assistant vice president and a full-time faculty for the College of Medicine are in residence in Jacksonville.

There are elective and required assignments in a variety of clinical areas available in Jacksonville. These afford the opportunity to observe patients in a community hospital setting and to become acquainted with the many problems of health care delivery in the urban area. In addition to exposure to a large full-time faculty, the student works with practitioners and can learn of the many nuances of practice removed from the academic center.

A number of residencies are conducted in Jacksonville. Residents participate in the teaching of students. JHEP conducts a number of programs for continuing education of practicing physicians to which students are welcome.

A nationally copied medical library system supports the teaching and research activities with extensive periodical holdings, bibliographic services, and audiovisual collections.

PENSACOLA EDUCATIONAL PROGRAM, INC. (PEP)

A unique academic affiliation between the College of Medicine and the Pensacola Educational Program (PEP) has been established. This affiliationn provides the undergraduate medical student from the University of Florida an opportunity to obtain a variety of clinical elective experiences in Pensacola. In addition, numerous opportunities exist for graduate and postgraduate educational programs between the two institutions.

COMMUNITY MEDICINE

The development of the University of Florida's Shands Teaching Hospital has played an important part in accelerating the emergence of scientific medicine by providing ideal conditions for certain aspects of clinical teaching. The student in the teaching hospital, however, is confronted with highly selected types of patient problems, which in the outside world are exceptions rather than the rule. Less insight is gained into the day-to-day problems of minor and major illnesses as they occur in the community.

The College of Medicine has developed educational programs in various community settings to provide medical students and physicians-in-training with experiences in the common medical problems of ambulatory health care. The rural health activities of the College of Medicine are renowned for their contributions to patient care and medical education.

By extending the education of medical students into the community, students are also provided the opportunity to view and understand the non-clinical factors of family and community groups and institutions that affect medical care. Every medical student will participate in a community health clerkship which also includes an opportunity for a brief preceptorship with a practicing physician. Through these community experiences the faculty and students together will become familiar with the common medical ills seldom seen in a hospital.

A basic premise in the community health programs of the College of Medicine is that they will direct the talents of the faculty toward the problems of health care delivery and engage the interest and enthusiasms of the medical students toward their future resolution.

PREPROFESSIONAL EDUCATION

The undergraduate college years are uniquely important to the education and training of a physician. The role of the physician in the community, as well as the quality of the health care delivered, will reflect the breadth of liberal education as much as it does the depth of professional education. It is difficult to overstate the importance to the future physician of a strong background in the social-cultural area of study as increasing recognition is paid to the environmental and behavioral aspects of disease and the continuity of health care within the community.

This does not imply that the student's knowledge of physical and biological sciences is of less importance; on the contrary, the scientific basis of our understanding of disease processes is rapidly expanding. Rather, it emphasizes the desirability of a carefully selected program in liberal education with a strong core of understanding of the principles of physical and biological science.

The preprofessional student's educational program, as well as the selection of activities, should lead to the development of intellectual maturity and judgment, efficient study habits, and effective powers of reasoning. These goals of personal development, added to the importance of basic knowledge obtained in the social, cultural, and natural science areas of study, emphasize the significance of the liberal arts for the education of a physician.

THE APPLICANT POOL

Generally, students applying for admission should plan to complete the requirements for a bachelor's degree. However, a limited number of well-qualified students may be accepted without fulfilling the degree requirements, provided they show evidence of sufficient preparation for the study of medicine.

Personal qualities of a high order, a genuine concern for human welfare, and superior intellectual achievement are the primary requirements for admission. Such intellectual achievement is indicated in part by performance in undergraduate courses. Applicants with an overall "B" average as a minimum will receive strongest consideration for admission to the College of Medicine.

The College of Medicine admits both men and women to its entering classes: Members of minority groups are also strongly encouraged to apply. A limited number of out-of-state students, in proportion to the number of Florida residents as a whole, may be admitted.

ADMISSION TO THE COLLEGE OF MEDICINE AT AN ADVANCED STANDING STATUS

A person may seek transfer to the College of Medicine from a United States or Canadian medical school. Individuals who already have received a degree from a college of medicine will not be admitted to the M.D. curriculum at advanced standing status. A person may be admitted

to the College of Medicine at an advanced standing status within the context of the following guidelines:

1. Previous professional or graduate education is adjudged adequate in quantity, quality, and time frame to have been competitive for admission as a first-year student at this College and to permit entry into the curriculum at a level beyond the first year. An applicant who is, for any reason, on probation or not in good academic standing at the school from which transfer is sought will not be recommended for transfer to this College.
2. A vacancy exists for the admission of a person to advanced standing status. A vacancy exists only when, for any reason, an enrolled student physician, beyond the first year and prior to the fourth year in the College of Medicine cannot continue his or her matriculation in the College of Medicine.
3. An individual who is accepted for admission to advanced standing status will be awarded a degree only if he or she is enrolled in the College a minimum of twenty-four months.

Initial consideration of an applicant for advanced standing will be undertaken only when the applicant furnishes the following information upon request:

1. A signed narrative written by the applicant expressing the circumstances which prompted the request to transfer at an advanced standing status.
2. Letter of recommendation from the Dean of the professional or graduate school in which the applicant either was enrolled or is presently enrolled.
3. Official transcripts of **all** post-high school academic course work.
4. Medical College Admissions Test.
5. Proof of successful completion of Part I of the National Medical Board Examination if the applicant is or has been enrolled in a school of medicine.
6. A properly executed information form furnished by the Office of Admissions.
7. Proof of United States citizenship.

An applicant judged to be qualified on the basis of the furnished information may be extended an interview. Applications for admission at advanced standing will not be processed unless a vacancy exists in the respective class for which the application is made.

Special programs of study leading to graduate degrees in the basic medical sciences and admission requirements for these programs are outlined on page 35 of this Catalog.

BASIC SCIENCE REQUIREMENTS

The minimum science admission requirements include basic introductory courses and laboratories in the following subjects:

Biology—8 semester hours (12 quarter hours)

General (Inorganic) Chemistry—8 semester hours (12 quarter hours)
Organic Chemistry—8 semester hours (12 quarter hours)
Physics—8 semester hours (12 quarter hours)

Many students desire an additional background in science. For this purpose, courses in physiology, biochemistry, embryology, physical chemistry, microbiology and genetics should be considered. It is not necessary to choose one of the sciences as a college major.

No specific requirement is set in the area of mathematics, since at most colleges some mathematics is prerequisite to physics and chemistry. In general, some college level work in calculus is strongly recommended. Familiarity with the principles of statistics and their application to the analysis of data is an important asset for any medical student. A knowledge of computers and computer programming would be valuable for the application of these tools in medical education and in all forms of the delivery of health care.

Consideration should be given by the student to participation in honors courses, independent study, and scientific research. These activities present opportunities for unstructured learning experiences and explorations of certain areas in considerable depth.

Electives: The remainder of the college work should be distributed throughout the humanities and social, biological, and behavioral sciences. The student should select subjects which are stimulating intellectually, challenge a maximum performance, and contribute to the overall development and maturation of the student. The courses may aim toward a thorough study of a single area with a general background in many areas or may group in several related areas in the sciences or humanities.

The discriminate selection by the student of elective courses will not only increase the store of knowledge, but will help form attitudes basic to a professional career in medicine. Development of certain skills will place the student at ease in a professional school.

Extracurricular Activities: Extracurricular activities and employment both during the academic year and the summers can make important contributions to an individual's development. Experience in medical and paramedical areas often contributes toward an understanding of health care delivery problems and helps to solidify the basis of the student's motivation toward a career in medicine.

Discipline in study is essential. Skill in accurate, rapid, interpretive reading should be mastered. Methods of observation and collection of data, evaluation, deduction, and interpretation of findings are taught in psychology, physics, and other sciences. The analysis and organization of a set of observations into its simple components and the synthesis of many fragments of data into a working hypothesis on which a plan of action can be based are taught in many courses. The student should keep these objectives in mind throughout their preprofessional training.

A high degree of skill in the use of spoken and written language should be developed accurately to extract a story, systematically record facts for the use of others, and precisely transmit to in-

structions. These techniques are taught in courses in English literature and composition. The study of foreign languages also illustrates the exact meaning of words and the use of subtle differences in shading.

Communication through symbols is taught in chemistry, physics, and mathematics. Proficiency in typing increases the speed and accuracy of communication and will aid the student in their professional work.

Medicine deals with individuals who react to their physical, social, and cultural environment. Functional derangement induced by the interplay of emotional factors in the individual or by external influences from the environment can be detected by subtle methods. The study of emotional factors is taught in philosophy, religion, psychology, and the fine arts, while the study of social forces is considered in history, literature, economics, sociology, and law. Since all of these factors may induce reactions during physical illness which exceed that produced by the disease itself, the study of principles in these areas is most important to the education of a physician.

MEDICAL COLLEGE ADMISSION TEST (NEW)

Every applicant must take the New Medical College Admission test, preferably in the Spring preceding the submission of his or her application. As of 1977 this examination replaced the old Medical College Admission Test and all candidates applying or reapplying for the class beginning in September 1981 are required to have taken the New MCAT. The test is given twice yearly in many colleges and universities. For further information about the test, write to The American College Testing Program, P.O. Box 414, Iowa City, Iowa 52240.

APPLICATION AND ACCEPTANCE PROCEDURES

Admission to the College of Medicine is highly competitive and the applicant is appraised on the basis of information gained from previous academic records, scores on the Medical College Admission Test, recommendations by premedical advisors and teachers, and personal interviews. The College of Medicine endeavors to select those students who appear by present standards the most qualified for a career in medicine. Similarly, the student is expected to make a careful choice of that institution which offers an environment and program most suited to their interests and personality. A personal visit to the school of their choice should be most helpful.

1) The College of Medicine is a participating institution in the American Medical College Application Service (AMCAS). The AMCAS application form may be obtained after June 1 from any of the participating institutions or from the Office of the Registrar, University of Florida, Gainesville, Florida 32611.

2) After careful screening of the initial applications by the Medical Selection Committee, promising applicants will be sent an additional formal application requesting information not included on the AMCAS application. The completed form should be returned directly to the

University of Florida and arrangements made for submission of a preprofessional committee evaluation or letters of recommendation. This second phase requires an application fee of $15 from all students not previously enrolled in the University of Florida. This fee is not refundable. All materials should be submitted as early as possible, but no later than December 1 of each year.

3) Following committee review of all the application materials, interviews with members of the Medical Selection Committee will be arranged for competitive applicants. These interviews are usually held on Fridays and Saturdays at the University of Florida College of Medicine campus in Gainesville.

4) After receipt of an acceptance, a written reply to the College of Medicine is expected within two weeks. There is a wide variety in acceptance dates of different medical schools and therefore some students may wish to reconsider after filing a declaration of intent. This a perfectly acceptable procedure, provided the student promptly sends written notification to every school holding a place for him or her.

5) No deposit is required from accepted applicants, but if they accept the offer of a place, they have an obligation to matriculate unless they are released by the school. Such release is granted automatically upon request by the student.

The above procedures are approved by the Association of American Medical Colleges.

PROFESSIONAL EDUCATION LEADING TO THE M.D. DEGREE

Once a decision has been reached by both the medical school and the applicant, the student enters the professional portion of the educational continuum. From this point on, the student will pursue their educational endeavors from the vantage point of a physician striving to achieve well-rounded capacities as a physician-humanist and scientist in their profession and community.

PHASE A

Phase A will occupy the entire first year, followed by vacation in the summer quarter. The fall quarter will be devoted to a study of biochemistry and molecular genetics, gross anatomy, embryology, and an introduction to clinical medicine. Teaching in all quarters will be of an interdisciplinary, interdepartmental nature, with teaching teams drawn from both the basic and clinical departments. The course schedule may be broken down in the following manner:

Biochemistry and Molecular Genetics will consist of lectures and discussion sessions designed to increase the student's basic biochemical knowledge of cellular functions in health and disease including genetic disorders. The nutrition, physical chemistry, metabolism, and

molecular biology of mammalian cells are stressed including such subjects as homeostasis, inborn errors of metabolism, cell genetics, and medical aspects of human genetics.

Gross Anatomy represents an introduction to the basic structure and mechanics of the human body. The dynamics of learning occur primarily in the laboratory and are supplemented with lectures, conferences, and demonstrations as needed.

Embryology covers early human development including gametogenesis. The major emphasis of the course will be on normal human organ development and morphogenesis. A system approach, correlated with the normal gross anatomy of those systems, will be used.

Medical Microbiology will study viruses and the processes by which they produce disease, immunology with an emphasis on the solving of clinical problems and finally bacteria, fungi and parasites and the processes by which they produce infectious diseases.

Microscopic Anatomy is a course in which the microscopic structure of the cells, tissues, and organs of the human body is taught. Correlation of structure and function is emphasized.

Principles of Physiology will cover the mechanisms of physiological processes with special reference to the human body. Bioelectricity, homeostasis of body fluids, muscle, circulation of blood, renal function, respiration, digestion and hormones are studied.

Medical Neuroscience is designed to provide students with the fundamental information concerning the organization and function of the central nervous system.

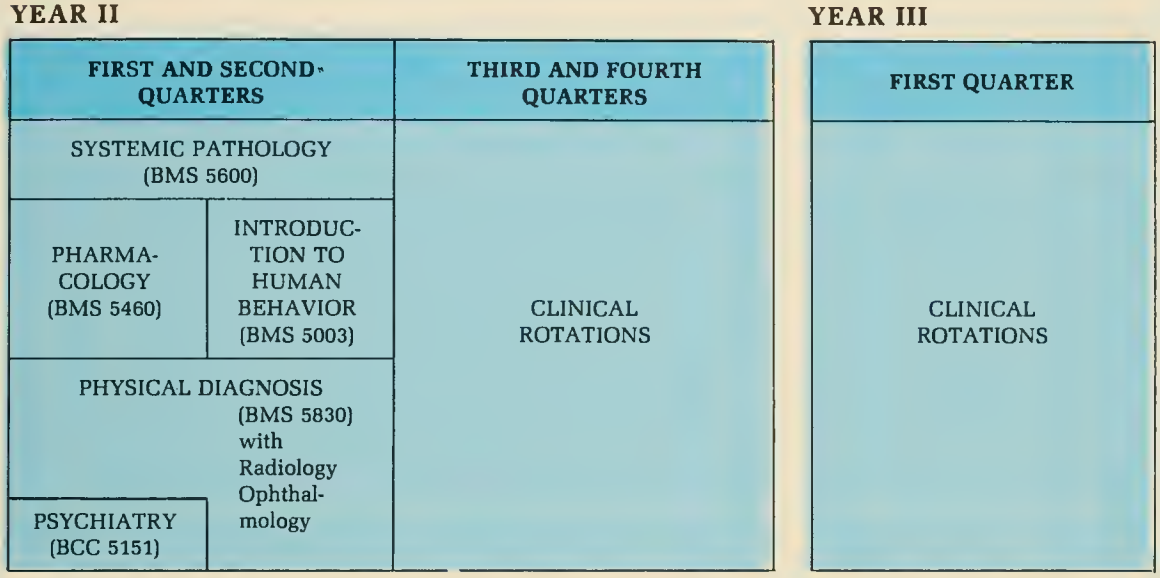
Introduction to Human Behavior will deal with the human life cycle and the different psychosocial factors affecting the physician and the patient. Individual students or groups of students will interview patients under the supervision of the psychiatry and general medical-surgical faculty.

Year I

<table>
<tr><th>FALL QUARTER</th><th>WINTER QUARTER</th><th>SPRING QUARTER</th></tr>
<tr><td>BIOCHEMISTRY AND MOLECULAR GENETICS (BMS 5201C)</td><td>PRINCIPLES OF PHYSIOLOGY (BMS 5000)</td><td>MEDICAL NEUROSCIENCE (BMS 5005)</td></tr>
<tr><td>GROSS ANATOMY (BMS 5100C)</td><td rowspan="2">MICROSCOPIC ANATOMY (BMS 5100)</td><td>MEDICAL MICROBIOLOGY (BMS 5004)</td></tr>
<tr><td>EMBRYOLOGY (BMS 5121)</td><td>INTRODUCTION TO HUMAN BEHAVIOR (BMS 5002)</td></tr>
</table>

PHASE B

Phase B is designed to give a broad experience in clinical medicine. Diagramatically, it may be represented as follows:



Initial course work will consist of *Systemic Pathology, Physical Diagnosis, Pharmacology,* and *Community Medicine.* Systemic Pathology will emphasize the effects of disease on the human organism and the correlation of disease with symptoms, signs and the course of illness. Physical Diagnosis will be taught emphasizing anatomic and radiologic characteristics of children and adults. Experience in patient interview (psychiatry) will be provided. Laboratory diagnosis and introduction to Radiology will be taught concomitantly to familiarize the student with diagnostic procedures. Community Medicine explores the patient's interactions associated with disease, treatment, family and community.

The major portion of Phase B will be devoted to the clinical clerkships, in which groups of students will rotate among the major clinical services receiving direct patient contact. During the clerkships, the student will become an integral member of the medical team and will be responsible for patient care during all hours of the day or night.

Each clinical service conducts a variety of seminars and conferences. These are considered to be part of the clerkship and should be attended.

At the conclusion of Phase B, a review of particular basic sciences will be held for 11 weeks including Clinical Pharmacology, Microbiology, and Pathophysiology.

PHASE C

Phase C occupies the last ten months of the curriculum and consists of elective experiences combined with two months clerkship (one month of medicine and one month of surgery).

The students thus will be able to design a program which will permit extensive elective time in a clinical or basic science area, an early experience related to their career choice, or an exploration of their interests among several career choices. Considerable freedom will be permitted the students in designing their program, but the choices must be made carefully in conjunction with the student's faculty advisor. Remediation may take place in Phase C upon recommendation by the Academic Status Committee, appropriate department, and faculty advisor.

Any students academically below the middle of the class requesting to study away will be asked to obtain their advisor's permission. Any student whose request exceeds a three month period of study at other institutions, is to be reviewed by the Academic Status Committee and/or the student's advisor. Each student is required to submit a written report of activities during this period.

The science requirement can be met by several different methods: (1) by registration in formal courses in the basic science departments, (2) by engaging in a research laboratory project with a member of the faculty, and (3) by engaging in a group project supervised by the faculty. A student also may elect to satisfy the science requirement in one of the other colleges, provided prior approval is received from advisors and the Dean.

YEAR III

SECOND, THIRD AND FOURTH QUARTERS	FOURTH QUARTER
CLINICAL ROTATIONS	Basic Science Review Clinical Pharmacology Microbiology/Infectious Diseases Pathophysiology

YEAR IV

FIRST, SECOND AND THIRD QUARTERS
CLERKSHIPS (2 months)
ELECTIVES

Clinical assignments are available in all of the major disciplines of medicine. The student may work as an advanced clerk, assuming greater responsibilities than in Phase B, or in special cases may qualify for internship at an earlier time.

The curriculum is constantly undergoing evaluation and refinement. Changes may occur from year to year in order to improve the educational program of the undergraduate student of medicine.

The provisions of this Catalog are not to be construed as an irrevocable contract between the student and the College of Medicine. The College reserves the right to effect policy and regulatory changes at any time.

EVALUATION

Students entering the program of the College of Medicine are highly motivated and are considered graduate students in a program of professional education. They are preparing themselves for a career requiring excellence of scholastic endeavor, moral integrity, sound judgement, intellectual curiosity and above all, a drive to continue their education vigorously after graduation. It is hoped that the system of evaluation will assist them in attaining their objectives.

Since the evaluation of the student must provide information on both the student and the educational program, new policies for evaluation were instituted at the same time the new curriculum was implemented.

There are three major components of the evaluation system; namely, project tests given by the various teaching units throughout the program, National Board Examinations Part I be administered in June of the second year and Part II in April of the third year, and progress reports prepared by the members of the faculty.

Grades submitted by the faculty of the various curricular units, and the scores of the National Board Examinations will be the information used by the Academic Status Committee in preparing recommendations regarding promotion, graduation, and general ranking of students. National Board Examinations Parts I and II must be passed before the student is graduated.

Students may, at their request, receive grades as submitted to the Office of Student Affairs. Grades submitted to the registrar will consist of "P" (pass) or "U" (unsatisfactory).

At the end of each quarter, the Academic Status Committee will review each student's performance on the basis of his/her academic and non-academic performance and recommend to the dean a suitable course of action. 1) A grade of "D" is passing but connotes borderline academic performance. 2) PROBATION: Probationary status occurs when a student's performance is marginally passing as determined by the Academic Status Committee. A student may be removed from probation after he or she demonstrates improvement in subsequent course work. Failure to improve performance may result in dismissal. 3) Any student receiving failing grades (F) in courses totalling 12 or more credit hours, or D grades in 50% or more of the credit hours,

in a Phase will be automatically dismissed. A student has the right to appeal academic dismissal to the Academic Status Committee within 14 days after receiving written notification of dismissal. 4) If a student is permitted to repeat a year because of academic difficulties, he or she shall automatically be dismissed if a grade below a C is received in any course work. 5) A student may be dismissed for failure to maintain the requisite integrity, attitude, motivation, and personal and professional conduct deemed essential to the practice of medicine as determined by the Academic Status Committee. 6) A student has the right to appeal non-academic dismissal to the Executive Committee or subcommittee thereof appointed by the Dean within 14 days after receiving written notification of dismissal. The student may be accompanied by a student or faculty advisor.

The Academic Status Committee will recommend to the Dean those students who have satisfactorily met its requirements and are eligible for graduation. Superior students may be recommended for graduation with honors. Nomination and selection of students will be made by the faculty. Excellence of different types in varied fields will be considered, such as superior academic work, outstanding student research and thesis, and other special achievements.

STUDENT CONDUCT CODE

Students enjoy the rights and privileges that accrue to membership in a university community and are subject to the responsibilities which accompany that membership. In order to have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement. All conduct regulations of the University are printed and made available to all students and are applicable upon publication in the *Independent Florida Alligator*, the *University Catalog*, the *Student Handbook*, or other reasonable means of notification.

Violation of the Code of Conduct. A student may be expelled or receive any lesser penalty for the following offenses:

1) Furnishing false information to the University with intent to deceive. *This includes cheating and plagiarism.*

2) Forgery, alteration, or misuse of University documents, records, or identification cards.

3) Unauthorized use, taking or destruction of public or private property on campus, or acts committed with disregard of possible harm to such property.

4) Actions or statements which by design or consequence amount to intimidation or hazing.

5) Participation in or continued attendance at, after warning to disperse by a University official, a raid on a University living unit.

6) Disorderly conduct.

7) Disrupting the orderly operation of the University as defined in Florida Statutes, Board of Regents' Policies, and the Demonstration Policy of the University.

8) Failure to comply with a University rule or regulation.

9) Violations of Housing, Interhall, and Area Council regulations.

10) Violation of conduct probation.

11) Possession, use, or delivery of illegal drugs as defined in Florida Statutes; and use of exploding fireworks as defined in Florida Statutes.

12) Possession of a firearm on the University campus except as specifically authorized by University Policy on the Possession and Use of Firearms.

13) Actions or conduct which hinders, obstructs, or otherwise interferes with the implementation or enforcement of the Student Conduct Code.

14) Failure to appear before the Committee on Student Conduct or the Director of Student Judicial Affairs and to testify as a witness when reasonably notified to do so. Nothing in this subsection shall be construed to compel self-incrimination.

15) Violation of any municipal ordinance, law of the State of Florida, or law of the United States.

GRADUATE AND POSTGRADUATE PROGRAMS

GRADUATE EDUCATION IN THE MEDICAL SCIENCES

Programs Leading to the Ph.D. and M.S. Degrees

The educational continuum of the medical sciences is designed to provide flexibility in terms of the type of degree which may be earned as well as the type of subject matter which may be included in the individual curriculum.

Programs leading to the Ph.D. degree in medical sciences are offered by the College of Medicine through the Graduate School of the University. The programs offered in anatomy, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology, pharmacology and therapeutics, and physiology are intended to give talented individuals an opportunity to engage in careers of research and teaching in the basic scientific medical disciplines. The Department of Biochemistry and Molecular Biology also offers a program leading to the Ph.D in biochemistry.

The M.S. degree in the medical sciences is offered by the Departments of Anatomy. Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics and Physiology. The Department of Biochemistry and Molecular Biology offers the M.S. degree in biochemistry.

The prime requirements for admission to these programs are personal integrity, motivation,

and general scholastic achievement. Candidates must satisfy the general requirements for admission to the Graduate School and produce a satisfactory score on the Graduate Record Examination. Candidates should have an undergraduate major in a biological or physical science, but other undergraduate areas of concentration appropriate for study in the basic medical sciences are engineering and mathematics. In order to remedy deficiencies in their backgrounds, some candidates may find it necessary to take additional undergraduate courses even though they hold the A.B. or B.S. degree required for Graduate School admission.

The completion of a satisfactory dissertation based on original research is the most important single requirement of the Ph.D. program. Most of the work involved in the dissertation ordinarily will be done in the last two years of residence, but candidates will be encouraged to begin their research in a preliminary exploratory fashion toward the end of their first year. Graduate education in the basic medical sciences is planned from an interdisciplinary point of view, but with a major in the fields of anatomy, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology, pharmacology and therapeutics or physiology. A minor is not required but may be elected in any relevant discipline approved for graduate study in the University.

Graduate students have the opportunity of assisting in the teaching of medical and undergraduate courses and most students are advised to do this as part of their training. Teaching assistantships and nonresident tuition scholarships are available to a limited number of students.

Individuals interested in graduate study should write directly to the Assistant Dean for Graduate Programs in Medical Sciences or to the appropriate department chairman, who will give further details regarding the programs, fellowships assistantships, and scholarships.

Medical Scientist Training Program (Combined M.D.-Ph.D. Degree)

The Medical Scientist Training Program is designed for highly qualified students who are strongly motivated toward a career in the medical sciences. This is a five to seven year program, which attempts to provide, for a limited number of students, an in-depth education in a basic science discipline as well as an in-breadth experience in human biology. Successful completion of this program will enable the student to enter a career of teaching and research in a basic medical science department or pursue a residency program leading to a research and teaching career in clinical medicine. It is hoped students in this program may bridge the gap between basic science and clinically-oriented careers in the medical sciences.

Candidates for this program must satisfy admission requirements of both the College of Medicine and the Graduate School. These include satisfactory scores on both the Graduate Record Examination and the Medical College Admission Test, personal qualities of high order, and superior intellectual achievement. A strong undergraduate background in the physical and chemical sciences as well as mathematics is desirable. A genuine interest in human welfare is essential.

The student will enroll in all courses for the M.D. degree. In addition, special graduate courses and seminars will be required, as determined by the student's Graduate Advisory Committee. The Graduate Advisory Committee also will assist the student in planning the curriculum, determining progress, and guiding research activities.

In most cases the student will complete the first year of medical school while initiating a research experience. During the summer quarter before beginning a 16-18 month clinical clerkship program, the student will take graduate courses and commence a research project. Graduate studies may be integrated into an extended Phase B (Basic Clinical Clerkships) and a lengthened Phase C (Elective Studies). However, the program is designed to be flexible and in all cases the curriculum will be determined by the needs and progress of the student.

Students will be evaluated by examinations similar to those in the separate M.D. and Ph.D. programs. The Committee on Academic Status of the College of Medicine will evaluate the student's performance and recommend promotion to the next class or awarding of the M.D. degree. The Graduate Advisory Committee, in conjunction with the basic science department from which the student will receive the Ph.D. degree, will assess the graduate performance.

Applications for this program are coordinated through the Office of the Assistant Dean for Graduate Programs in Medical Sciences in the College of Medicine. Candidates should specify the basic science department to which admission is sought.

GRADUATE MEDICAL EDUCATION (RESIDENCIES AND FELLOWSHIPS)

All programs of residency training offered in the Shands Teaching Hospital and the VA Medical Center are fully accredited and approved by the American Medical Association's Council on Medical Education and Hospitals, and are listed in the Directory of Approved Residencies. In addition, the Senate of the University formally recognized these programs as academic non-degree programs of the College of Medicine at its meeting of June 26, 1969. The hospitals hold maximum certification from the Joint Commission on Accreditation of Hospitals. Each of the various residency and fellowship specialty training programs has been accredited by the respective Specialty Board under the Joint Commission.

Residencies: Residencies vary in length with each of the services (between two and five years). Formal residencies are offered in anesthesiology, family practice, medicine (internal medicine), neurology, neurosurgery, obstetrics and gynecology, ophthalmology, orthopaedic surgery, pathology, pediatrics, psychiatry, radiology and its subspecialties, and surgery (general, plastic, thoracic, otolaryngology, and urology).

Stipends accompany each residency. Housing at moderate cost is adjacent to the Health Center and is described on page

Fellowships: A limited number of clinical fellowships are available in the various subspecialties of anesthesiology, family practice, medicine, pathology, pediatrics, psychiatry, radiology, and surgery to qualified applicants with some previous residency training and/or

research pursuit. There are some traineeships which are at a slightly more advanced level pointing toward basic training for academic careers in clinical disciplines and the basic medical sciences. A postgraduate training program in laboratory animal medicine is also available.

Opportunities also exist for selected fellows to work toward the M.S. degree in the medical sciences in one of the basic science departments offering such programs.

Applications: Detailed program information and applications for these programs may be obtained by writing the appropriate departmental chairman, chief of service, or the Office of the Dean, College of Medicine.

LICENSURE

Licensure to practice medicine and surgery in Florida can be obtained by endorsement if the applicant has been certified by licensure examination of the Federation of State Medical Boards of the United States, Inc. (FLEX) or is certified by the National Board of Medical Examiners as having completed its examination; provided that said examination required shall have been so certified within the ten years immediately preceding the filing of the application for licensure. Such a license is good only if the recipient engages actively in medical practice for a minimum of one year. Graduates of approved medical schools in the United States and Canada are eligible for this endorsement. In addition, graduates of foreign medical schools who otherwise are qualified and whose credentials have been evaluated by the Educational Council for Foreign Medical Graduates (ECFMG), and who have passed the American medical qualification examination for foreign medical graduates may be considered for endorsement. The applicant must have completed at least one year of approved internship or five years in private practice in the United States or legally have declared intention to become a citizen and have been a resident of the United States for a minimum of one year.

Since various state laws differ to licensure requirements, it is the responsibility of the medical student to become familiar with the qualifications for licensure in the state or states which he or she might consider as potential locations for the practice of medicine.

CONTINUING EDUCATION

The physician's proficiency in the practice of medicine depends on the commitment to continuing education. The College of Medicine recognizes its role in assisting with this aspect of education and has designated to a member of the academic staff the responsibility for inaugurating an effective means of strengthening the educational continuum through postgraduate medical education. To facilitate such a program, a Division of Postgraduate Education has been created.

The Division of Postgraduate Education has surveyed the needs of the practicing physician and formed a Continuing Education Council to establish priorities in continuing education for the practicing physician. These priorities have been defined and a series of two-day workshops

have been designed to meet the specific needs of the practicing physician at the community hospital level. A physician from the University, along with a practicing physician, coordinate these programs to bring both academic and practical benefits to the practicing physician. In addition, national seminars based on current relevant topics are conducted with national speakers, University personnel, and practicing physicians. The interest of the practicing physician in this program has been most encouraging, and is a tribute to the desire of the medical profession to keep abreast of the current trends in medicine.

Physicians are encouraged to participate in the Postgraduate In-Service Education Program which is designed to meet the needs of the practicing physician as he perceives them. The practicing physician, in conjunction with the University preceptor, designs a program to meet his individual needs. Pre-programmed material is available to assist in the selection of an area for concentration. In this role, one acts as both teacher and student in the school's medical education program. The practicing physician usually spends one to two weeks in this program for which a small tuition is charged.

Postgraduate Education personnel are available for consultation in the program design of educational techniques, chart audit, and peer review as they relate to educational objectives of an individual hospital. Other programs in continuing medical education are conducted in cooperation with the Florida Board of Regents, the Florida Medical Association, the Florida Academy of Family Physicians, and a variety of medical specialty groups.

STUDENT INFORMATION

FINANCIAL CONSIDERATIONS

For enrollment in the M.D. program of the College of Medicine, registration and course fees are $450 per registered quarter for Florida residents and $1,018 for nonresidents. Students are registered for three quarters during their first and fourth years and for four quarters the second and third years. Fees and method of payment are subject to change and are payable in accordance with University regulations. The Registration Fee includes a Student Health Fee and a Student Activity Fee for each of the quarters. Most of the service and facilities of the Student Health Services are available to students without charge. A group insurance program sponsored by the Student Government is available at a very reasonable cost. The Activity Fee covers the student's attendance at a wide variety of social, athletic, and cultural events which are offered by the University.

Registration dates for each class in the College of Medicine are set by the Registrar's Office and the students are notified when their group is expected to complete registration. These fees must be paid in accordance with dates published in these instructions or they are increased by $25.

Students who are interested in doing work toward an advanced degree in the medical sciences should consult the Bulletin of the Graduate School for information concerning tuition and fees.

Textbooks and instruments needed by a first-year student will require an expenditure of about $600-$800. Purchase of a microscope will not be required as the College of Medicine, through a special fund, has established a microscope bank and provides each entering student with a microscope on a loan basis.

The minimal annual cost for a single Florida resident for the first year is $6,000.

SCHOLARSHIPS

AMA-ERF Scholarship: Awarded to an outstanding first year candidate for the Ph.D. degree.

AMA-ERF Scholarship: Awarded to an outstanding first year candidate for the joint M.D./Ph.D. degree.

The Charles O. Andrews, Jr. Scholarship Fund: A merit scholarship fund established in 1978 in memory of Judge Andrews and awarded annually to an M.D.-Ph.D. student.

Avalon Foundation Scholarship Fund: This fund, made possible by grants from the Avalon Foundation, is available for a few non-refundable grants to outstanding medical students, and to outstanding candidates for medical school who have been accepted for admission. These grants are usually made in the form of tuition scholarships.

The Maurice H. Givins Scholarship Fund: An endowed fund established in 1975 to provide financial assistance to students in the College of Medicine.

Molly and Mitchell Glick Scholarship Fund: Established in 1968 to assist worthy medical students in need of financial aid.

The Mr. and Mrs. W. A. Gordon Scholarship Fund: This unrestricted endowed fund was established in 1977 to assist worthy male students who demonstrate a need for financial assistance.

Federal Scholarship for First Year Students of Exceptional Financial Need: The Health Professions Educational Assistance Act of 1976 authorized "Scholarships for First-Year Students of Exceptional Financial Need". This scholarship program provides for the payment of tuition and fees, all other reasonable educational expenses and a stipend of $453 per month for a 12 month period. Students receiving "exceptional need" scholarships for their first year of study are given priority consideration for National Health Service Corps Scholarships for their second year of study.

Other students may participate in scholarship programs under the National Health Service Corps and the Armed Forces where participants are required to perform obligated service on a year-for-year basis with a minimum of two years.

Graham Hunter Scottish-American Exchange Scholarship, is awarded annually to a fourth

year student for the purpose of studying at the University of Dundee, Scotland, and for a Scottish medical student to study at the University of Florida College of Medicine. This exchange program was made possible through funds provided by the late Mr. George Graham Guthrie Hunter.

The George Graham Hunter Scholarship Fund, is awarded each year to an undergraduate medical student in the field of orthopaedics. The recipient of this scholarship shall be designated by the orthopaedic faculty and approved by the Dean of the College of Medicine.

Avonelle C. Noah Scholarship Fund: An endowment fund was established in 1968 under the terms of the will of Mrs. Avonelle C. Noah. The income from this fund is to be used to assist worthy students in the College of Medicine.

Lettie Pate Whitehead Scholarship: This annual scholarship is awarded to worthy female students in financial need from the states of Virginia, North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi or Louisiana.

Wheat Medical Scholarship Fund: An endowment fund was established in 1967 under the terms of the will of Mrs. Eva H. Wheat. The income from this fund is to be used to assist worthy male medical students (who are selected by the College of Medicine) to continue their education.

Joseph and Lee Wolfe Medical Scholarship: Established in 1968, this annual scholarship award is to be given at the discretion of the faculty to assist worthy students in the College of Medicine.

SCHOLASTIC AWARDS

Alpha Omega Alpha Honor Medical Society: The Beta Chapter of Florida was installed at the University of Florida College of Medicine on May 9, 1960. A small number of students of the junior and senior classes are eligible for membership. Selection is based upon high academic standing, personal and professional character, and promise for future contributions to medicine.

The John Gorrie Award, donated by Dr. Theodore F. Hahn, Jr., is presented each year to the graduating medical student who, in the opinion of the faculty of the College of Medicine, is the best all-around student showing promise of becoming a practitioner of the highest type.

Upjohn Achievement Award is offered through the Upjohn Company Achievement Award program to the graduating medical student who achieves the highest academic standing during the four years in medical school.

The William C. Thomas, Sr. Award is given each year to an outstanding student with an interest in obstetrics and gynecology. The award is made by the Florida Obstetric and Gynecologic Society.

The Faculty Award for Research is given to the graduating medical student who has made the most outstanding contribution through research during the course of medical school.

Alumni Scholarship Award was established by the University of Florida Medical Alumni Association from donations by its members and is awarded at the end of the junior year to a student who is judged to be outstanding scholastically.

Bythewood & Baker Memorial Scholarship Award for Women Medical Students is an endowed fund established in 1968 by Miss Martha Isabel Mays and is awarded to a junior female medical student who is judged to be academically outstanding.

The Luther W. Holloway Award was established by the Florida Pediatric Society in honor of the late Dr. Luther W. Holloway to be awarded to the medical student showing the greatest proficiency in child health.

The Hugh and Cornelia Carithers Award, an endowed award established by Drs. Hugh and Cornelia Carithers of Jacksonville, is presented each year to a graduating student on the basis of over-all accomplishments and aptitudes in child health and human development.

The University Medical Guild Scholarship Awards are presented each year by the University Medical Guild to a medical student who, at the end of his third year, is judged to be outstanding scholastically and to an entering student on the basis of need and scholastic merit.

The University Medical Guild Graduate Research Awards are presented each year to three graduate students in the basic medical sciences who are judged to have performed the best research during their graduate studies.

Genevra Todd and Henry E. Meleney Memorial Award, established originally by the late Dr. Henry E. Meleney in memory of his wife, is to be given to a medical student for outstanding achievement during the first year of medical study.

The Watson Clinic Award is to be presented each year by the Watson Clinic of Lakeland to the medical student chosen for productive effort and scientific contribution. The research must have been presented at a Medical Student Research Conference during the academic year.

The Dean Mitchell Baker Award, established by Dr. and Mrs. Roy M. Baker of Jacksonville in memory of their son, is awarded each year to the graduating medical student for excellence in the field of pediatric cardiology.

Joel Cohen, Patricia Ann Maddalone Memorial Award was established in memory of Joel Cohen who demonstrated superior skill, imagination, and industry in the laboratory research of drug hypersensitivity, and is to be presented each year to that student demonstrating outstanding proficiency in clinical or laboratory investigation in the field of immunology.

Most Noble Order of the Flea Award is donated by this organization, composed of past and present chairmen of the Department of Medicine, chiefs of the Medical Service at the Veterans Administration Medical Center and chief residents in medicine, to the graduating medical student who has demonstrated outstanding proficiency and excellence in the field of internal medicine.

Guillermo J. Perez Memorial Scholarship Award was established by the Department of Pediatrics in memory of the late Dr. Perez, a former member of the pediatric faculty, to support each year the training of a graduating medical student who demonstrated an interest in adolescent medicine.

Department of Community Health and Family Medicine Award is presented annually to a senior medical student who shows promise of an outstanding career as a family practitioner and in recognition of an outstanding performance in the area of Family Practice.

The Department of Radiology Award was established by the Department of Radiology in 1977 and is awarded annually to the graduating medical student who has demonstrated outstanding proficiency and excellence in the field of radiology.

Walt Oppelt Memorial Award has been established in memory of the late Dr. W. Walter Oppelt by friends, associates, and the Departments of Pharmacology and Therapeutics and Medicine. This annual award will be presented to a graduating medical student who has excelled in the field of pharmacology and therapeutics throughout the four years.

Paula Ellis Scholarship Award was established by the Gainesville Junior Women's Club as a memorial to Paula Ellis and is given to a medical student chosen for academic excellence and/or meritorious service who shows promise and interest in the prevention or cure of cancer.

F. Eugene Tubbs, M.D., J.D., Memorial Award was established in 1979 in memory of the late Dr. Tubbs, a former resident physician in the College of Medicine and member of the Florida House of Representatives. The Award is to be awarded jointly each year to a University of Florida medical student and a Florida State University law student who have demonstrated excellence in their field.

Charles Collins Obstetrical and Gynecological Award was established in 1975 by the Florida Obstetrical and Gynecological Society to honor Dr. Charles Collins of Orlando. This award is given each year on a rotating basis to a graduating medical student in one of the three medical schools in the state who has shown academic excellence and outstanding performance in the field of Obstetrics and Gynecology.

Book Awards consisting of presentations each year to outstanding members of the four classes in the College of Medicine are made by Lange Medical Publications, Merck & Company, and C. V. Mosby Company.

Roger G. Schnell Neurology Book Award, established by Dr. Roger G. Schnell of Ft. Lauderdale, is to be given to a medical student who has shown excellence in the field of clinical neurology.

LOAN FUNDS

College of Medicine Loan Funds: Loans from these funds are available to students enrolled in the College of Medicine who are in good academic standing and can show sufficient evidence of financial need. Interest (at four percent) begins at graduation and continues until repayment

is completed. Repayment ordinarily begins two years after graduation, but deferment can be arranged if further medical training is planned. Short-term loans are available for emergencies, but must be repaid within the quarter borrowed. Equipment loans can be made to spread over a period of four years.

These funds have been made possible by grants from the Avalon Foundation; the W. K. Kellogg Foundation; the Selby Foundation; the Patrick J. O'Shaughnessy Memorial Fund; the John J. Tigert Memorial Fund; the Frederick F. Kumm, M.D., Memorial Loan Fund; the Helen Stargardt Memorial Loan Fund; the George M. Green, M.D., Memorial Loan Fund; the Algia Collins, Jr., M.D., Memorial Fund; the Publix Scholarship Loan Fund; Alachua County Medical Auxiliary; and by gifts from several organizations and individuals within the State of Florida. Loans are administered by the College of Medicine's faculty-comprised Loan Committee.

AMA-ERF Medical Education Loan Guarantee Program: The goal of the American Medical Association Education and Research Foundation is to help eliminate the financial barrier to medicine for all who are qualified and accepted by an approved training institution. It is designed to provide a means of financing a substantial portion of the cost of a medical education for students who have performed acceptably in the first year of medical study. The Loan Program for medical students, and residents is the result of a cooperative effort by American medicine and private enterprise. As much as $1,500 may be borrowed annually. These loans are repayable, with interest, after medical training is completed.

Health Professions Educational Assistance Act: The Health Professions Educational Assistance Act of 1976 extends the act of 1963 through 1980 and provides student loans up to the cost of tuition and $2,500 in one academic year. The loans are based on exceptional financial need and may be repaid in part by service in a shortage area. Interest rates are seven percent per annum. A new program of Federally insured loans will enable students to borrow up to $10,000 a year, or a total of $50,000, with interest payable yearly for the life of the loan at a rate not to exceed 10 percent. The loan principal would be repayable over a 10-15 year period starting 9-12 months following completion of training or service in approved programs.

The Barbara S. Michael Loan Fund: A revolving loan fund established in 1977 for needy and worthy students in the College of Medicine.

Bernard J. Wagner Loan Fund: Established in 1968, this trust fund is for the purpose of assisting students of accredited medical schools to continue with their education. Preference shall be given to those who have completed the most years in medical school. Loans are repayable with interest at a rate never to exceed that prevailing rate at the time the loan is made on student loans enacted by Congress.

The Robert Wood Johnson Foundation Loan Fund: A new student loan guarantee program is a cooperative effort by The Robert Wood Johnson Foundation, United Student Aid Funds, Inc., professional schools and participating lending institutions and was designed to make available private-source loans to students in real financial need. The loan program provides forgiveness if student withdraws permanently from studies, a three year grace period after medical school

while student is in housestaff training when only interest payments are made, and a period up to 10 years for payment of principal and interest.

United Student Aid Funds: Participation in this loan fund is made possible through the use of the Ronald A. Julian Memorial Fund. USA Funds is a private, nonprofit corporation which endorses low-cost loans made by hometown banks to needy college students. Graduate students may borrow up to $2,000 per year—up to a combined total of $4,000—with repayments beginning the fifth month after completion of graduate education. Interest starts when the loan is made.

University of Florida College of Medicine Alumni Association Loan: This loan was established by the members of the College's Alumni Association from donations by its members and awarded to worthy students in financial need.

Hugh and Mable Wilford Loan Fund: This trust fund was established in 1970 for the purpose of making loans available to assist worthy and needy students to attend the University of Florida College of Medicine. This loan fund will be administered in accordance with procedures established for the Health Professions Student Loan Program.

Marie Rosa Valicenti Loan Fund: Established in memory of Mrs. Valicenti by the Carmen Valicenti Trust to provide loans for students from the northern part of Brevard County and to students from Orange County.

Dudley Beaumont Loan Fund: This fund was left to the College of Medicine early in the school's history as a memorial loan fund to assist in meeting the financial needs of its students. It is administered in accordance with the procedures established for the College of Medicine Loan Fund.

The George Graham Hunter Loan Fund: This trust fund, established in 1968, is for the purpose of making loans available to qualified medical students or residents in orthopaedics.

Other Sources: Many students have received financial support from local sources. These may be discovered by inquiries addressed to voluntary health agencies, medical organizations, service clubs, church organizations, or trust departments of banks.

FELLOWSHIPS

Student Research Fellowships: These fellowships are made possible by grants from voluntary health agencies in Florida, pharmaceutical firms, the National Institutes of Health, and other agencies. Medical student research holds a high priority in the College of Medicine with the primary objective being that of involving the inquisitive student in a self-learning experience in medical research. As an incentive to become involved in research, students are offered an opportunity to apply for fellowship support which is available on a part-time basis during the academic year and on a full-time basis during summer vacations. Fellowships are awarded on a competitive basis with a progress report and continuation application required for each

quarter. In addition to providing fellowships for research, this program also sponsors a conference series for medical students to report the findings of their research and will contribute funds (when available) to the travel expenses of medical students who are selected to present the results of their research at national conferences. On the basis of the results of the research projects and their presentation, medical students are eligible for the annual Faculty Research and Watson Clinic awards, and graduating students may also be considered for Graduation with Honors based on research.

LIVING ACCOMMODATIONS

Housing on campus should be arranged through the Office of the Director of Housing, University of Florida, Museum Road at S.W. 13th Street, Gainesville, Florida (392-2181) Beaty Towers have been reserved for upper division and graduate students with suites at $283 per quarter per student. For married students, apartments in Corry, Diamond, Schucht Memorial, University Villages, and Tanglewood are available. These are modern two-story buildings of brick construction containing one, two, and a few three-bedroom apartments at $95-$250 per month (All prices subject to change). The 104 units comprising Schucht Village are adjacent to the Shands Teaching Hospital and priority is given, when possible, to housestaff and upperclass medical students who have clinical responsibilities requiring quick access to the Health Center. To secure favorable consideration, application for on-campus housing should be made immediately upon acceptance to the College of Medicine.

Private homes and privately operated rooming houses and apartments provide many accommodations for students. The University's Division of Housing also offers a referral service through the Off-Campus Housing Section where current listings are available. These listings are not compiled for mailing since they are subject to constant change, and mutually satisfactory rental arrangements can be made normally only by the student after a personal inspection of facilities and a conference with the landlord. Initial contacts should be made at least 30 days before school begins.

COURSE DESCRIPTIONS

PHASE A

The following courses comprise the basic medical science background (Phase A) of the curriculum for the M.D. degree, and are offered to medical and dental students during the first year. Many are available to graduate students in the University, although the number of students who can be accepted is limited by laboratory facilities.

BMS 5100C GROSS ANATOMY
9 credits. The basic structure and mechanics of the human body are taught primarily in the laboratory but supplemented with lectures, conferences and demonstrations.

BMS 5110 MICROSCOPIC ANATOMY
6 credits. The microscopic structure of the cells, tissues and organs of the human body is taught. Correlation of structure and function is emphasized.

BMS 5121 HUMAN EMBRYOLOGY
3 credits. Lectures will briefly cover early human development including gametogenesis. The major emphasis of the course, however, will be on normal organ development and organ morphogenesis. This will be presented by systems and correlated with gross anatomy.

BMS 5004 MEDICAL MICROBIOLOGY
8 credits. The study of viruses and the processes by which they produce disease is presented concomitant to the study of immunology with an emphasis on the solving of clinical problems. Both virologic and immunologic concepts will be applied to the study of oncology. The final part of the course deals with the study of bacteria, fungi and parasites including the processes by which they produce infectious disease.

BMS 5201C BIOCHEMISTRY AND MOLECULAR GENETICS
9 credits. Lectures and discussion sessions are designed to increase the student's basic biochemical knowledge of cellular functions in health and disease including genetic disorders. The nutrition, physical chemistry, metabolism, and molecular biology of mammalian cells are stressed including such subjects as homeostatis, inborn errors of metabolism, cell genetics, and medical aspects of human genetics.

BMS 5002 INTRODUCTION TO HUMAN BEHAVIOR I
2 credits. Patients' interactions with disease, treatment, family, and community are explored. Interviews with patients to develop skills in communication along with appreciation of subjective experiences of both patients and doctors. Community program developments and selected behavioral science contributions to health care are included. Creative collaboration between students and faculty is encouraged to meet the increasingly urgent psychosocial concerns of medicine.

BMS 5003 INTRODUCTION TO HUMAN BEHAVIOR II
2 credits. Human Behavior II represents a brief introduction to the complex biological, social, and environmental interactions serving to affect human behavior. These interacting influences on human behavior are discussed in an interdisciplinary fashion incorporating both basic and clinical faculty.

BMS 5000 PRINCIPLES OF PHYSIOLOGY
9 credits. A study of the nervous, respiratory, cardiovascular, endocrine, renal and body fluid systems. Concepts of physiology are presented with some clinical applications.

BMS 5005 MEDICAL NEUROSCIENCE
7 credits. Designed to provide students with the fundamental information concerning the organization and function of the central nervous system, the neuroscience course is dedicated to an integrated and multidisciplinary approach to central nervous system. It includes the study of neurohistology, neuroembryology, neurophysiology, neuroanatomy, neurochemistry, sensory and motor system organization and function. The laboratory component of the course is intensive providing students with an opportunity to develop a working knowledge of human brain structure and organization. There is a heavy emphasis on applying basic science information to realistic clinical problems.

PHASE B

Most of the following courses involve detailed day-to-day care of patients in the Shands Teaching Hospital and Clinics, Inc. They require highly specialized professional preparation as well as large amounts of time which must, of necessity, be somewhat irregularly scheduled as particular patients are available. These courses, therefore, are limited to candidates for the M.D. degree. The individual clinical courses offered are integral parts of the teaching program in the Phase B portion of the curriculum. With the exception of BMS 5460, 5600, 5465, 5830 and BCC 5151, these courses are offered to parts of the class in rotation for periods of approximately two months.

BMS 5460 PHARMACOLOGY
6 credits. Introductory course presents concepts of drug action (drug-receptor interactions, drug absorption, distribution, and elimination), introduces most of the major classes of drugs, and emphasizes the biochemical and physiological basis for understanding drug action. Groups of drugs considered include anesthetic, autonomic, central nervous system, renal, cardiovascular and antimicrobial compounds.

BMS 5600 SYSTEMIC PATHOLOGY
3 hours lecture and conference, and 8 hours laboratory. 11 credits. Prerequisites: Completion of first year of medical school. Functional and anatomical pathologic changes are correlated with etiology, pathogenesis and clinical manifestations of human disease. Participation in the autopsy program is required.

BMS 5465 ADVANCED PHARMACOLOGY
One month, 6 credits. Lectures, conferences and laboratory. Fundamentals of drug action are studied with emphasis on cardiovascular, neurological, and endocrine systems. Joint teaching in basic aspects of appropriate clinical areas (e.g., anesthesia, ophthalmology) will be conducted.

BCC 5151 DISORDERS OF THINKING, EMOTION AND BEHAVIOR
4 credits. This course enables the second year medical students to improve interviewing techniques, to learn symptomatic psychopathology, to conduct comprehensive examinations and interrelate symptoms and to become familiar with descriptive and dynamic aspects of common clinical syndromes and diagnostic categories. Small group teaching is devoted to lecture-demonstrations and clinical work.

BCC 5120 NEUROLOGY CLERKSHIP
4 credits. Participation on the inpatient and outpatient services of the Neurology Department at Shands Teaching Hospital, VA Medical Center and affiliated teaching services at regional centers. The student will learn how to evaluate the patient by assuming ongoing responsibility while appreciating various physiologic, psychologic, chemical and pathologic aspects of neural function.

BMS 5830 PHYSICAL DIAGNOSIS AND INTRODUCTION TO CLINICAL MEDICINE
Two months. 7 credits. With the participation of all clinical departments the student is introduced to the common and basic components of physical and laboratory examinations, techniques of interviewing and history taking, and care of the patient in all fields of medicine.

BCC 5170 COMMUNITY HEALTH CLERKSHIP
8 credits. This is a five week clinical rotation in which students participate in health care in various community settings. Experiences in urban and rural areas, or preceptorships with practicing physicians will be individually arranged. Whenever possible the student will live in the community so that it can be seen first hand the medical and health problems as they exist in different communities as well as the success and shortcomings of present day medical care. The community health clerkship will be coordinated with the medicine and pediatric clerkship.

BCC 5100 ANESTHESIOLOGY CLERKSHIP
2 credits. One week. Intensive lecture and laboratory instruction in life support systems, including practice in the skillls necessary to approach and treat the patient suffering from acute cardiopulmonary collapse of varying etiology.

BCC 5150 PSYCHIATRIC CLERKSHIP
Two months. 12 credits. Observation and supervised treatment of psychiatric patients in the Shands Teaching Hospital and VA Medical Center inpatient, outpatient, and consultation services. Weekly didactic seminars, experience, and instruction are given in the application of this material to the practice of medicine.

BCC 5130 OBSTETRICAL AND GYNECOLOGICAL CLERKSHIP
Two months. 12 credits. Participation in obstetric and gynecologic management of women in the Shands Teaching Hospital and Clinics, Inc. provides a learning experience with an appropriate degree of responsibility. The student focuses attention on the subject of biology and reproduction.

BCC 5110 MEDICAL CLERKSHIP
Two months. 12 credits. Active participation in the care of ward and clinic patients is provided under supervision. Close tutorial relationship with staff in lectures, conferences, and teaching rounds provides a rich learning experience. A program in clinical therapeutics is conducted jointly with the Department of Pharmacology and Therapeutics.

BCC 5140 PEDIATRIC CLERKSHIP
Two months. 12 credits. Students actively participate in inpatient and outpatient medical and surgical management of infants and children. Teaching occurs in Pediatric Clinic, Emergency Room at Jacksonville's University Hospital and the Shands Teaching Hospital, the latter serving as the major referral center for children in north and central Florida. Focus is upon diagnosis, management and consequences of illness in children and among their families.

BCC 5160 SURGICAL CLERKSHIP
Two months. 12 credits. Provides experience in the care of surgical patients in the ward and in the operating room. Instruction in surgical biology is provided by a series of daily seminars and lectures.

PHASE C

Within the general framework of Phase C, a student will register for 20 credit hours per quarter of which 4-20 hours are chosen from Elected Topics and the balance from other offerings in the College of Medicine and the University. The total curricular program must be approved by the College of Medicine prior to registration.

GMS 5930 ELECTED TOPICS I
4-20 credits. Offered by all medical science and clinical departments of the College as an opportunity for concentrated work in a field of particular interest to the student. Individual research, a preceptorship, or clinical clerkship in the College or in another medical center in this country or abroad may be elected.

GMS 5931 ELECTED TOPICS II
4-20 credits. Same as GMS 5930.

GMS 5932 SELECTED TOPICS
12 credits. Same as GMS 5930.

GMS 5933 SELECTED TOPICS II
12 credits. Same as GMS 5930.

GMS 5934 SELECTED TOPICS III
6 Credits. Same as GMS 5930.

GMS 5935 ELECTED TOPICS III
4-20 credits. Same as GMS 5930.

GMS 5936 ELECTED TOPICS IV
4-20 credits. Same as GMS 5930.

GMS 5937 ELECTED TOPICS V
4-20 credits. Same as GMS 5930.

GMS 5938 ELECTED TOPICS VI
4-20 credits. Same as GMS 5930.

GRADUATE COURSES IN THE MEDICAL SCIENCES

Programs leading to the Ph.D. and M.S. degrees in the medical sciences (with a major in anatomy, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology, pharmacology and therapeutics, or physiology) are offered by the College of Medicine. In addition the M.S. and Ph.D. degrees in biochemistry are offered by the Department of Biochemistry and Molecular Biology. Training in these scientific disciplines is planned to give experience in research and teaching, rather than in clinical practice for which the M.D. degree program is designed.

Although no graduate major may be completed without adequate course work at the 6000 level or higher, the 5000 level courses listed for each individual department also are available for graduate credit as part of the candidate's major.

The following general courses are offered by each participating department. Most of these courses, as well as others listed below, are also available to qualified graduate students from other divisions of the University.

GMS 6905 RESEARCH IN MEDICAL SCIENCES
1 to 15 credits. May be repeated for credit. Supervised research other than that toward fulfillment of the thesis or dissertation research in Departments of Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology & Therapeutics and Physiology.

GMS 6910 SUPERVISED RESEARCH
1 to 5 credits. Credit not applicable toward degrees. May be repeated.

GMS 6940 SUPERVISED TEACHING
1 to 5 credits. Credit not applicable toward degrees. May be repeated.

GMS 6971 MASTER'S RESEARCH: Anatomy, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology & Therapeutics, and Physiology.
1 to 15 credits.

GMS 7980 DOCTORAL RESEARCH: Anatomy, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology & Therapeutics, and Physiology.
1 to 15 credits.

ANATOMY

The Department offers programs leading to the Ph.D. and, in special cases, the M.S. degree in Medical Sciences. Areas of research and training include cellular, developmental and reproductive biology, and mammalian morphology. Prospective students should have a strong background in biology, and have taken undergraduate courses in inorganic chemistry, organic chemistry, calculus, and physics. Deficiencies can be made up during the first year of graduate study.

BMS 5100 GROSS ANATOMY
9 credits. The basic structure and mechanics of the human body are taught primarily in the laboratory but supplemented with lectures, conferences, and demonstrations, as needed.

BMS 5168 APPLIED GROSS ANATOMY
5 to 10 credits. A continuation in depth of BMS 5100 with emphasis on applied and correlative aspects.

BMS 5110 MICROSCOPIC ANATOMY
6 credits. The microscopic structure of the cells, tissues and organs of the human body is taught. Correlation of the structure and function is strongly emphasized. Fresh issues are used when profitable and each student is issued a loan collection of prepared slides. Recent advances in knowledge of cellular structure, acquired by the use of the phase and electron microscopes, are included.

BMS 6173 SUBMICROSCOPIC ANATOMY
4 credits. Prerequisites: Histology or cytology; staff approval. Ultrastructure in cells and tissues of vertebrate forms. Current research trends and functional connotations where pertinent.

BMS 6175 RESEARCH METHODS IN ANATOMY
1 to 6 credits. Research techniques of histochemistry, radiation biology, experimental embryology, teratology, endocrinology, or electron microscopy under supervision of a staff member. May be repeated with change of content up to a maximum of 12 credits.

BMS 6176 SPECIAL TOPICS IN ANATOMY
1 to 6 credits. Readings in the recent literature of anatomy and allied disciplines. May be repeated with change of content up to a maximum of 15 credits.

BMS 6150 ANATOMY SEMINAR
1 to 3 credits. Research reports and discussions of current research literature by departmental staff and graduate students. May be repeated with change of content up to a maximum of 12 hours.

BMS 6905 INDIVIDUAL STUDY
1 to 4 credits; maximum 12. Supervised study in areas not covered by other graduate courses.

BMS 6185 FERTILIZATION AND GAMETOGENESIS
3 credits. Prerequisites: BCH 4313 and 4203 or equivalent. A general course in developmental biology. Supervised study of publications in specific areas of reproductive biology, including oogenesis, spermatogenesis, fertilization, and immunoreproduction. Weekly conferences, reports, lectures.

BMS 6120 EMBRYOLOGY AND ORGANOGENESIS
4 credits. Prerequisite: ZOO 3703 or BMS 5100. Human and higher mammalian development. Physiological and clinical considerations stressed where pertinent.

BMS 6182 TECHNIQUES IN ELECTRON MICROSCOPY
3 to 5 credits. Prerequisites: courses and/or experience in histology and cytology. Theory and practice of electron microscopic techniques including tissue preparation, sectioning, use of the electron microscope, and photography. Offered every other year (not given in 1979).

BMS 6166 ADVANCED MICROSCOPIC ANATOMY
4 to 6 credits. Prerequisites: BMS 5110 or ZOO 5755, consent of instructor. Histological approaches and techniques revelant to selected research areas. Lectures, microscopic study and laboratory project relating structural and functional aspects of a problem.

BMS 6105 ADVANCED GROSS ANATOMY
3 to 6 credits. Prerequisite: Permission of instructor. Regional and specialized anatomy of the human body taught by laboratory dissection, conferences and demonstrations. May be repeated with change of content up to a maximum of 9 credits.

BMS 7643 MEMBRANE BIOLOGY
3 credits. The structure, composition and turnover of plasma and intracellular membranes will be examined. Topics relating to membrane function will also be considered including pinocytosis, regulation or intracellular exchange, cell recognition, cell communication and virus formation.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

The Department offers programs leading to the Ph.D. and M.S. degrees in Medical Sciences and to the Ph.D. and M.S. degrees in Biochemistry and Molecular Biology. Ordinarily, candidates for the M.S. degree alone will not be accepted.

Prerequisites: Since biochemistry is a multi-disciplinary field, the undergraduate major may be in related biological and physical sciences. Required courses include general, organic, quantitative, and physical chemistry and at least 8 credits each in physics and in biology. Calculus is recommended. Pre-baccalaureate courses in biochemistry are not accredited for the graduate program. Any deficiency in prerequisites must be satisfied as soon as possible after entering Graduate School. Doctoral candidates are required to take a core of biochemistry courses which include BCH 6065, BCH 6206, BCH 6415, BMS 6260C and BMS 6231. Depending upon the interests and background of the student additional courses are recommended from the following list: BCH 5056, BCH 6876, BCH 6746, BMS 7200C, BMS 7210C and BMS 7220C.

The course of graduate study for doctoral candidates also includes advanced organic and physical chemistry, physiology, microbiology, and genetics.

Courses Available for Graduate Major Credit in Biochemistry and Molecular Biology:

BCH 6156C RESEARCH METHODS IN BIOCHEMISTRY
2 to 6 credits. Prerequisites: BCH 6065, 6206, 6415. Only by special arrangement. Biochemical research in which students refine their research techniques in physical biochemistry, intermediary metabolism and radioisotopes under supervision of a staff member.

BCH 6936 BIOCHEMISTRY SEMINAR
1 credit. Required of graduate students in biochemistry; open to others by special arrangement. Research reports and discussions of current research literature given by the departmental staff, invited speakers, and graduate students. Graded S/U.

BCH 6937 SPECIAL TOPICS IN BIOCHEMISTRY
2 credits; maximum 12. Prerequisites or corequisites: BCH 6065, 6206, 6415. Supervised study in publications in specific areas of biochemistry, with informal weekly conferences, reports and lectures; individual faculty in charge of the course on a rotating basis.

BCH 7627 BIOCHEMISTRY OF DISEASE
3 credits. Prerequisites: general courses in biochemistry. The molecular basis of human pathobiology. Biochemical mechanisms underlying selected disease states.

BCH 7727 MOLECULAR BIOLOGY I
4 credits. Prerequisites: general courses in biochemistry. Chemical and physiochemical characteristics of the molecules concerned with heredity, gene replication and mutation, and of their biosynthesis and function.

BCH 7257 MOLECULAR BIOLOGY II
4 credits. Prerequisites: general course in biochemistry. Biochemistry of nuclei, ribosomes, mitochondria, chloroplasts, golgi bodies, lysosomes, cell walls and membranes; compartmentation and integrated cellular function.

BCH 7077 MOLECULAR BIOLOGY III
4 credits. Prerequisites: general course in biochemistry. Molecular virology; growth and replication of animal viruses; organization and structure of viral and cellular chromosomes; RNA synthesis, translation and transcription; mechanisms of regulation of cellular metabolism.

BCH courses Available for Graduate Major Credit in Biochemistry and Molecular Biology:

BCH 5055L BIOCHEMISTRY LABORATORY
2 credits. Corequisites: BCH 4313 or 4203.

BCH 5878 CURRENT TRENDS IN BIOCHEMISTRY I
2 credits. Corequisite: BCH 6065 or equivalent.

BCH 5879 CURRENT TRENDS IN BIOCHEMISTRY II
2 credits. Corequisite: BCH 6206 or equivalent.

BCH 5056 CHEMISTRY OF BIOLOGICAL MOLECULES
4 credits. Mechanistic organic biochemistry. Emphasis on model systems, enzyme active sites, and physical and organic chemistry of biomacromolecules.

BCH 6065 BIOCHEMICAL STRUCTURE AND FUNCTION
4 credits. Prerequisite: organic chemistry. Corequisite: physical chemistry.

BCH 6206 METABOLISM
4 credits.

BCH 6415 PRINCIPLES OF MOLECULAR BIOLOGY AND GENETICS
4 credits.

BCH 6876 RECENT ADVANCES IN BIOCHEMISTRY
2 credits. Prerequisites: BCH 6065 or equivalent. Areas of biochemistry and molecular biology selected by the faculty discussed critically and in depth. Emphasis on current controversy and theory, data interpretations, and scientific writing. Classes held informally in small groups during each quarter, involving all biochemistry faculty on a rotating basis.

BCH 6746 PHYSICAL BIOCHEMISTRY
4 credits. Prerequisites: general course in biochemistry (BCH 4313) and in physical chemistry. Physical chemistry and molecular structures of proteins, enzymes, and nucleic acids. Fundamentals of physical biochemistry techniques.

BCH 6296 BIOENERGETICS AND ENZYME MECHANISMS
4 credits. Prerequisites: BCH 6065, 6206, 6415. Mechanisms of enzyme action and the energy transformations occurring in biological systems.

IMMUNOLOGY AND MEDICAL MICROBIOLOGY

The Department offers a program leading to the Ph.D. and M.S. degrees in Medical Sciences with specialization in immunology and medical microbiology, including the fields of parasitology and virology. Through individual planning of course work, research and teaching, the graduate student is offered an educational atmosphere in which to develop skills and gain intellectual independence and initiative. The program is closely related to that of the Department of Microbiology in the College of Agriculture.

The undergraduate preparation for graduate study in immunology and medical microbiology should be wide in scope and should include general biology, physics, chemistry (2 to 3 years including organics and quantitative analysis), with statistics, calculus, physical chemistry, genetics, and bacteriology recommended. A bachelor's degree in bacteriology or microbiology is not required. In Graduate School the student will at first obtain a general background in microbiology as preparation for research and teaching. The remaining course work should be arranged according to the student's interests and competence. Specialization in the following areas is offered: virology, immunology, immunochemistry, cellular immunology, infectious diseases, molecular genetics and parasitology.

BMS 5301 MEDICAL PARASITOLOGY
2 credits. Introduction to the major groups of animal parasites infecting man with special emphasis on life history, epidemiology, and laboratory diagnosis.

BMS 6321 SPECIAL TOPICS IN MICROBIOLOGY
1 to 6 credits. Identical with MCB 6937. Prerequisite: 6 credits in graduate major courses. Organized study of contemporary research in a particular aspect of general microbiology. May be repeated with change of content.

BMS 6330 VIROLOGY
5 credits. Identical with MCB 6506C. Natural history of viruses and mechanisms of viral replication.

BMS 6360 EXPERIMENTAL MICROBIOLOGY
2 to 5 credits. Prerequisites: 12 credits in microbiology and consent of instructor. Application of physical, chemical and biological techniques to experimental problems in microbiology. Individual laboratory study under supervision. May be repeated with change of content up to a maximum of 8 credits.

BMS 6314 PRINCIPLES OF IMMUNOLOGY
5 credits. Identical with PCB 6236. Consent of staff required for registration. Biological and biochemical aspects of host resistance and immunity, with special emphasis on the chemical and physiochemical properties of the proteins and immune reactions.

BMS 6352 MICROBIAL GENETICS
5 credits. Identical with MCB 6306. Prerequisites. general genetics. Microbial genetics, including mutation, selection, transformation, transduction, conjugation and episomal factors, molecular structure and function of genes.

BMS 6305 PARASITIC DISEASE OF THE TROPICS AND SUBTROPICS
5 credits. Identical with MCB 6717C, and VES 6362. A course in animal parasitology covering the mechanisms of parasitic infections, the physiology of parasites and the immune responses of the host; public health, veterinary and

general aspects of various parasites affecting man and animals. Laboratory work includes experiments showing the effects of nutrition of parasites; immune responses, factors and modes of transmission; life cycles; morphology.

BMS 6331 VIRAL DISEASES
3 credits. Identical with MCB 6520. Prerequisite: BMS 6330, MCB 6506C. Pathogenesis of viral disease including cytopathic and oncogenic viruses. Diagnostic and preventive measures.

BMS 6353 MICROBIAL INFECTIONS
5 credits. The pathogenesis of selected bacterial and fungal diseases emphasizing the clinical and pathological aspects of human infection.

BMS 6930 SEMINAR
1 credit. Identical with MCB 6937. Attendance is required of all graduate majors at one research presentation and one graduate report each week as scheduled. May be repeated with change of content. Graded S/U.

BMS 7932 JOURNAL COLLOQUY
1 credit. Identical with MCB 7922. Critical presentations and discussion of recent original articles in the microbiological literature. May be repeated with change of content.

BMS 7931 RESEARCH CONFERENCE
1 credit. Identical with MCB 7914. Critical discussion and appraisal of research programs of the faculty and students of the department. May be repeated with change of content. Graded S/U.

NEUROSCIENCE

The Department offers programs leading to the Ph.D. and M.S. degrees in Medical Sciences with specialization in the basic neural and neurobehavioral sciences. While there are no fixed entrance prerequisites, prospective students should obtain a reasonable undergraduate background in biochemistry, physiology, statistics and behavioral science. Students admitted with deficiencies in these areas will be required to obtain remedial training. All students will receive core training in neuroanatomy, neurophysiology, neurobehavioral science, neurochemistry, neuroendocrinology, neurohistology, and neuropharmacology. The remainder of the program will consist of laboratory research and advanced courses and seminars from this and other departments.

GMS 5702 NEUROHUMORS AND BEHAVIOR
4 credits. Prerequisite: Consent of instructor. Actions of putative neurotransmitters and neuromodulators and drugs on animal behavior. The localization, metabolism, storage, release and physiological action of each group of neurotransmitters will also be reviewed.

BMS 5511 VISION
4 credits. Prerequisite: Consent of instructor. The visual process and supporting systems approached from the orientation of human vision.

GMS 6700 HISTORY OF THE NEUROSCIENCES
3 credits. Prerequisite: Consent of instructor. History of the discoveries, concepts and technical advances in the nervous system disciplines from ancient to modern times. The emergence of the several neurosciences as experimental disciplines that provide a foundation for rational medical applications.

GMS 6703 PAIN AND SOMESTHESIS
4 credits. Current research on central nervous system coding and information transfer, using somesthesis as a model with particular emphasis on pain.

GMS 6701 COMPARATIVE NEUROANATOMY AND NEUROPHYSIOLOGY
4 credits. Prerequisite: BMS 7142C or equivalent. The phylogenetic development of the central nervous system of vertebrate animals considered from the behavioral, anatomical and electro-physiological points of view.

BMS 6531 PHYSIOLOGY OF THE CENTRAL NERVOUS SYSTEM
3 credits. Special and current problems in brain and spinal cord function covered in seminars.

BMS 6510 NEUROPHYSIOLOGY
3 credits. Physiology of nerve and muscle, central nervous system and the special senses.

GMS 6710 NEUROBIOLOGY
5 credits. Prerequisite: Background in biological or behavioral sciences. Structure and physiology of the nervous system as it pertains to control of behavior.

GMS 6732 NEUROENDOCRINOLOGY
4 to 6 credits. Prerequisite: Permission of instructor. Neural regulations of endocrine systems in vertebrate animals. Correlative study of neuroanatomical, neurophysiological and neurochemical aspects of endocrine control.

BMS 6512 A SURVEY OF SENSORY SYSTEMS
4 to 6 credits. Identical to EXP 6180. Prerequisite BMS 6510 or equivalent. A group of specialists provide a survey of theories and experimental data on human and subhuman sensory reception and encoding. Auditory, visual, cutaneous and chemical senses are included.

BMS 6514 SEMINAR IN SENSORY PROCESSES
1 credit. Identical to EXP 6109. Topics of current interest in various areas of the sensory specialties are discussed within the seminar framework. Graded S/U.

BMS 6131 NEUROHISTOLOGY
2 credits. Prerequisites: BMS 7142C and consent of instructor. Histological approaches and techniques for the study of the neuronal, neuroglial and mesenchymal cellular components of the central and peripheral nervous system.

BMS 6532 NERVE AS A TISSUE
2 credits. Prerequisite: permission of instructor. Seminar on current research problems in the area of cellular interactions in the nervous system. Readings and discussion from articles in the fields contributing to the physiology, chemistry and anatomy of the nervous system.

BMS 7467 PHYSIOLOGY AND PHARMACOLOGY OF EXCITABLE MEMBRANES
3 credits. Prerequisite: Consent of instructors. Membrane ionic permeability changes underlying action and synaptic potential generation. Application of electrophysiological and radioactive tracer techniques to the analysis of drug action on excitable membranes. Offered jointly by the Departments of Pharmacology and Therapeutics and Physiology.

GMS 7711 NEURAL-BEHAVIORAL-ENDOCRINE INTERACTIONS
4 credits. Prerequisite: Consent of instructor. Interrelationships of endocrine hormones, nervous system activity, and behavior. Sample topics include the role of hormones in sexual behavior, aggression, stress, parental behavior, learning and memory, mood and target organ physiology.

BMS 7712 NEUROBEHAVIORAL RELATIONS
4 credits. Identical with PSB 7248. Prerequisite: BMS 7142C or consent of instructor. Theories and data on the central nervous system basis of higher order function. Emphasis will be on arousal, purposeful behavior and learning.

GMS 7713 INFORMATION STORAGE: A NEUROBIOLOGICAL APPROACH
4 credits. Identical with PSB 7817. Prerequisite: BMS 7142C or consent of instructor. Consideration of data dealing with basic issues concerning the nature and behavioral plasticity and information storage and their central nervous system foundations. Particular emphasis will be paid to memory disruption and facilitation as an experimental tool in the study of memory processes.

GMS 7714 DEVELOPMENTAL NEURAL-BEHAVIORAL-ENDOCRINE INTERACTIONS
2 to 4 credits. Interrelationships and roles of endocrine hormones, behavior and nervous system activity during the perinatal period on the development of adult patterns of neuroendocrine activity and behavior.

GMS 7721 NEURAL MECHANISMS OF INGESTION AND ENERGY REGULATION
4 credits. Identical with PSB 7719. Neuroanatomical, neurobehavioral and neuroendocrinological mechanisms involved in the regulation of food and water consumption and regulation of body weight.

BMS 7533 COLLOQUIUM IN NEUROBIOLOGY
1 to 2 credits. Prerequisite: Consent of instructor. Current theoretical issues that relate to the neurophysiological, physiological, chemical and behavioral approaches to the study of the nervous system. May be repeated with change of content up to a maximum of 16 credits.

BMS 7513 PHYSIOLOGICAL BASIS OF BRAIN RHYTHM
3 credits. Prerequisite: Consent of instructor. An analysis of the structural, physiological and pharmacological substrates for electrical activity of the central nervous system as manifested in the normal electroencephalogram including the development and relationship to evoked potentials.

GMS 7740 NEUROSCIENCE SEMINAR
1 to 2 credits. Prerequisite: Permission of instructor. Reading and discussion of current topics in neuroscience. May be repeated with change of content up to a maximum of 16 credits.

GMS 7741 SPECIAL TOPICS IN NEUROSCIENCE
1 to 6 credits. Prerequisite: Permission of instructor. Intensive reading and lectures in specialized fields of neuroscience and allied disciplines. May be repeated with change of content up to a maximum of 16 credits.

GMS 7742 RESEARCH METHODS IN NEUROSCIENCE
1 to 10 credits. Prerequisite: Permission of instructor. Research techniques in neurohistory, neurophysiology, neuroendocrinology, neurochemistry, neuropharmacology, neurobehavioral science, experimental neurology, neuroscience instrumentation or electron microscopy under supervision of a staff member. May be repeated with change of content up to a maximum of 16 credits.

BMS 7142 MEDICAL NEUROSCIENCE
6 credits. Prerequisite: Consent of instructor. A comprehensive overview of human neuroanatomy from the subcellular to the gross tissue level. Lectures will also cover neurochemistry, neuropharmacology, neurophysiology, neuroendocrinology and neurobehavioral biology. Clinical correlations and applications will be given.

BMS 7165 RECENT ADVANCES IN NEUROSCIENCE
1 to 2 credits. Prerequisite: Consent of instructor. Seminar and group discussions of recent advances in one or more areas of neuroscience. These areas include neuroanatomy, neurophysiology, neurochemistry, neuropharmacology, neuroendocrinology and neurobehavioral biology. May be repeated up to a maximum of 16 credits.

GMS 7731 MOLECULAR NEUROBIOLOGY
4 credits. Function of biochemicals in nervous tissue. Includes the function and metabolism of neurotransmitters and other neurohumors, the structure and properties of membranes, metabolism and function of macromolecules, axoplasmic transport and the development of nervous systems.

GMS 7720 MOTOR SYSTEMS
4 credits. Prerequistie: Consent of instructor. A study of the basic mechanisms involved in motor activity including a detailed analysis of the muscle spindle and its central control by spinal cord and supraspinal mechanisms. Emphasis is on normal rather than abnormal processes.

GMS 7730 FUNCTIONAL NEUROCHEMISTRY
4 credits. Prerequisite: Biochemistry. A survey of molecules that play a special role in nervous system function or respond to neural stimulation. Included will be studies of nucleic acids, proteins, glycoproteins, glycolipids, phospholipids, cyclic nucleotides and neurotransmitters and the enzymes associated with their metabolism. Results from simple systems will be related to those of higher brain function.

BMS 7143 STRUCTURE AND FUNCTION IN THE AUDITORY SYSTEM
4 credits. Prerequisite: BMS 7142C or consent of instructor. Laboratory seminar on the anatomy and physiology of the auditory system. Stress on brainstem nuclei and their interconnections.

GMS 7733 INTEGRATIVE NEUROBIOLOGY I: CELLULAR AND MOLECULAR NEUROBIOLOGY
6 credits. Cellular and subcellular structure of nervous tissue. Development of the nervous system and factors involved in its differentiation. Nervous system biochemistry including metabolism and function of neurotransmitters. Axoplasmic transport. Degeneration and regeneration and trophic functions of nervous tissue.

GMS 7750 INTEGRATIVE NEUROBIOLOGY II: COMPARATIVE NEUROANATOMY
3 credits. Lecture and laboratory course concerning general principles of vertebrate neuroanatomy and brain and spinal cord organization. Mammalian neuroanatomy stressed.

GMS 7760 INTEGRATIVE NEUROBIOLOGY III: SYSTEMS NEUROBIOLOGY
6 credits. Lecture course concerning neurobiological systems; specifically the motor systems, non-specific systems, sensory systems and neurotransmitter-neuroendocrine systems.

GMS 7715 INTEGRATIVE NEUROBIOLOGY IV: BEHAVIORAL NEUROBIOLOGY
6 credits. Lecture and laboratory course concerning the neurobiological substrates of behavior, and neurobehavioral techniques.

GMS 7743 DEVELOPMENTAL NEUROBIOLOGY
4 credits. Seminar on the neuroanatomical and functional development of the nervous system. Includes discussions of mechanisms of embryonic neurogenesis, behavioral embryology and current research in neuroembryology.

PATHOLOGY

The Department offers programs leading to the Ph.D. and M.S. degrees in Medical Sciences with specialization in experimental pathology.

Areas of specialization in experimental pathology include immunobiology, tumor biology, molecular biology, immunopathology, infectious diseases, immunohematology, clinical chemistry, electron microscopy, virology, comparative pathology, nutritional pathology, clinical pathology, renal pathology and neuropathology.

New graduate students in the experimental pathology program should have adequate undergraduate training in general chemistry, organic chemistry, general physics, general biology and two or more advanced courses in the areas of physiological, developmental or cellular biology, or in the case of students in clinical chemistry, courses in analytical, inorganic and physical chemistry. Students may find it necessary to remedy deficiencies in their background by taking some undergraduate courses after admission to Graduate School. Courses in the major program will be determined by the student's advisory committee. The minor may be taken in any appropriate area.

BMS 6700 MECHANISMS OF DISEASE, PART I
5 credits. General principles of pathology and the mechanisms responsible for disease processes. May be taken by advanced undergraduates with consent of staff.

BMS 6601 SYSTEMIC PATHOLOGY
2 to 5 credits. Prerequisites: BMS 6700 and consent of staff. Pathological processes affecting each organ or organ system.

BMS 6612 CLINICAL CHEMISTRY AND TOXICOLOGY
3 credits. Chemical techinques undertaken for the diagnosis of disease. Methods of toxicology.

BMS 6650 SPECIAL CYTOLOGY
5 credits. Types of cells such as nerve, secretory, bone, muscle, connective tissue, blood and lymphoid.

BMS 6640 IMMUNOHEMATOLOGY
3 credits. Immunologic, genetic and anthropologic significance of blood group antigens and antibodies, with emphasis on their serologic and immunochemical characteristics.

BMS 6613 CLINICAL CHEMISTRY AND TOXICOLOGY: A ROTATION
4 to 30 credits. Participation in all phases of practical clinical chemistry and toxicology. Chemical methodology, clinical interpretation and significance of laboratory measurements for the diagnosis of the sick. Individual investigative project in clinical chemistry and toxicology. Students specializing in clinical chemistry must spend three terms on this rotation.

BMS 6701 MECHANISMS OF DISEASE, PART II
5 credits. General principles of pathology and the mechanisms responsible for disease processes. May be taken by advanced undergraduates with consent of staff.

BMS 6621 SPECIAL TOPICS IN PATHOLOGY
1 to 6 credits. Prerequisite: Permission of department. Supervised conferences and laboratory work. Topics selected to meet each student's needs. May be repeated with change of content up to a maximum of 18 credits.

BMS 6620 SEMINAR IN PATHOLOGY
1 credit. Required of graduate students in pathology; open to others by permission of the department. Current research literature and research reports by graduate students, department staff and invited speakers.

BMS 6606 COMPARATIVE PATHOLOGY
4 credits. Prerequisite: BMS 6700. The diseases of various organ systems of domestic and laboratory animals compared and contrasted with spontaneous diseases of man.

BMS 6616 NUTRITIONAL AND BIOCHEMICAL PATHOLOGY
4 credits. Prerequisite: Consent of instructor. The relationships between biochemical alterations and microscopic lesions in spontaneous or experimentally induced diseases having a defined nutritional or biochemical etiology.

BMS 6630 TUMOR BIOLOGY
4 credits. Pathobiology, biochemistry and molecular biology of neoplasia; viral and chemical carcinogenesis; immunology and therapy of cancer in man and animals.

BMS 6641 IMMUNOPATHOLOGY
3 credits. Abnormalities and diseases with an immunological basis or component. Clinical and experimental specimens for analysis by modern immunological techniques.

BMS 6631 EXPERIMENTAL TUMOR BIOLOGY
3 credits. Prerequisite: GMS 5932 or consent of staff. The development of laboratory skills and fundamental techniques in the study of various phenomena in tumor biology. Students will work in direct association with members of the GMS 5932 staff.

BMS 6642 IMMUNOBIOLOGY
5 credits. Biological aspects of the defense systems, specific and nonspecific, cellular and humoral, amplification systems involving immune interactions; normal and abnormal conditions and sequelae, pathologic aspects of immunologic phenomena; phylogenetic and developmental aspects of immunity.

BMS 6642 IMMUNOBIOLOGY LABORATORY
3 credits. Prerequisite: Consent of staff. Corequisite: BMS 6642. Project oriented laboratory skills and techniques in immunobiology. Each student or small group of students will work in close association with a faculty member.

PHARMACOLOGY AND THERAPEUTICS

Students entering the course of study for the degree of Ph.D. in Medical Sciences with a major in pharmacology and therapeutics should present undergraduate course credits in chemistry, including quantitative analytical, organic and physical chemistry; elementary physics and biology and mathematics through calculus. Otherwise well-qualified students with certain deficiencies in preparation may be allowed to make these up during the first year of graduate study.

In addition to elementary and advanced study in pharmacology, candidates will pursue courses in biochemistry, physiology and other medical sciences as determined by consultation with their advisory committees.

BMS 5465 ADVANCED PHARMACOLOGY
6 credits. Lectures, conferences, and laboratory. Fundamentals of drug action are studied with emphasis on cardiovascular, neurological, and endocrine systems. Joint teaching in basic aspects of appropriate clinical areas (e.g., anesthesia, ophthalmology) will be conducted.

BMS 6400 INTRODUCTION TO PHARMACOLOGY
5 credits. Prerequisites: Elementary courses in biochemistry and physiology. An overview of the entire field of pharmacology as the study of the interactions between living systems and foreign chemicals. Intended to prepare major for advanced courses or to familiarize non-majors with the area.

BMS 6463 THEORETICAL PHARMACOLOGY
5 credits. Prerequisite: CHM 3401. Physical, physiochemical, and mathematical aspects of pharmacology, including the theory of drug-receptor complexes, transport and distribution kinetics and the kinetics of enzyme inhibition by drugs.

BMS 6466 CHEMICAL PHARMACOLOGY
5 credits. Chemical aspects of several special areas of modern pharmacology, such as metabolism of foreign compounds, structure-activity relationships and the biochemistry of drug activity.

BMS 6466 PHYSIOLOGICAL PHARMACOLOGY
5 credits. Influence of drugs upon physiological systems. Cholinergic and adrenergic mechanisms in autonomic pharmacology, renal and endocrine pharmacology, control of lung vasculature and smooth muscle in respiratory pharmacology.

BMS 6420 SEMINAR IN PHARMACOLOGY
1 credit. Research reports and discussions of current literature by graduate students, faculty and invited speakers.

BMS 7421 RESEARCH METHODS IN PHARMACOLOGY I
1 credit. Readings, discussions and practical experience with modern research methods both instrumental and biological, used in pharmacology.

BMS 7422 RESEARCH METHODS IN PHARMACOLOGY II
1 credit. Continuation of BMS 7421.

BMS 7423 TOPICS IN PHARMACOLOGY
1 to 4 credits. Seminars, informal conferences and/or laboratory work on the use of drugs in biochemical and physiological investigations. May be repeated with change of content up to a maximum of 12 credits.

BMS 7467 PHYSIOLOGY AND PHARMACOLOGY OF EXCITABLE MEMBRANES
3 credits. Prerequisite: Consent of instructors. Membrane ionic permeability changes underlying action and synaptic potential generation. Application of electrophysiological and radioactive tracer techniques to the analysis of drug action on excitable membranes. Offered jointly by the Departments of Pharmacology and Therapeutics and Physiology.

PHYSIOLOGY

The Department offers programs leading to Ph.D. and M.S. degrees in Medical Sciences with specialization in physiology. Prerequisites: Undergraduate majors that are appropriate foundations for the study of physiology are: biology, chemistry, engineering, mathematics or physics. The following courses are especially useful as background for the study of physiology; general biology, vertebrate biology, general chemistry, analytical chemistry, organic chemistry, phys-

ical chemistry, general physics, calculus and statistics. Students usually find it necessary to remedy deficiencies in their backgrounds by taking a few undergraduate courses after admission to Graduate School.

Course requirements: Most students will be advised to take the following, unless equivalent courses have been taken elsewhere: BMS 7165, BCH 6065, 6206, and 6415. Additional courses will be elected from those listed below and from those offered by other departments. A minor field of study is not required but may be elected in another department of the College of Medicine such as Biochemistry and Molecular Biology, Neuroscience or Immunology and Medical Microbiology, or elsewhere in the university in such Departments as Physics, Psychology, or Zoology.

Dissertation: Research for the dissertation may be carried out in any of a number of areas of physiology including neurophysiology, endocrinology, respiration, circulation, physiology of muscle, environmental physiology, comparative physiology and neonatal physiology.

BMS 5511 VISION
4 credits. Prerequisite: Consent of instructor. The visual process and supporting systems approached from the orientation of human vision.

BMS 5520 PRINCIPLES OF PHYSIOLOGY
9 credits. Prerequisite: APB 3203 or equivalent. Mechanisms of physiological processes with special reference to the human body. Bioelectricity, excitability, muscular contraction, circulation of blood, homeostasis of body fluids, renal function, respiration, digestion, hormones, central nervous system and special senses are studied.

BMS 5520L LABORATORY IN PHYSIOLOGY
2 credits. Laboratory course for BMS 5520.

BMS 6573 PHYSIOLOGY OF RESPIRATION
3 credits. Gas exchange in lungs and tissues. Ventilatory mechanics. Respiratory functions of body fluids. Physiological regulation. Comparative physiology of respiratory mechanisms.

BMS 6574 PHYSIOLOGY OF THE CIRCULATION OF BLOOD
3 credits. Physiology of the component parts of the circulation; relation of structures and function; emphasis on control mechanisms.

BMS 6575 RENAL PHYSIOLOGY
3 credits. Comparative physiological aspects of renal structure and function are covered in seminars.

BMS 6579 GASTROINTESTINAL PHYSIOLOGY
3 credits. Structure and basic functions of the vertebrate gastrointestinal system. Topics included are: review of basic transport processes, physiology of the salivary glands, control of gastric secretion and digestion by the stomach, digestion and absorption by the small intestine, physiology of the pancreas and liver, muscular movements of the gastrointestinal system.

BMS 6576 BODY TEMPERATURE REGULATION
3 credits. Neural and endocrine aspects of temperature regulation, hypo- and hyperthermia, adaptation to cold and heat and hibernation will be covered. Comparative physiology of temperature regulation will be stressed.

BMS 6536 RECENT ADVANCES IN PHYSIOLOGY
3 credits. Content varies from year to year but covers recent advances in physiology. May be repeated with change of content up to a maximum of 15 credits.

BMS 6560 RESEARCH METHODS IN PHYSIOLOGY
2 to 6 credits. Maximum 9 credits. The special needs of each student will be met by conferences and laboratory work.

BMS 6535 SEMINAR IN PHYSIOLOGY
1 credit.

BMS 6577 NEONATAL PHYSIOLOGY
3 credits. Physiological regulation in newborn mammals.

BMS 6512 A SURVEY OF SENSORY SYSTEMS
4 credits. Identical with EAB 6719. Prerequisite: BMS 6510. Theories and data of human sensory reception and encoding. Audition, vision and chemical and cutaneous senses.

BMS 6537 SEMINAR ON VISION
4 credits. Identical with EXP 6119. Prerequisite: BMS 6510. Selected current research and theory in visual function.

BMS 6578 PHYSIOLOGY OF THE MAMMALIAN THYROID GLAND
3 credits. Production, secretion, control and function of the thyroid hormones will be covered; interaction with other hormones will be stressed.

BMS 7467 PHYSIOLOGY AND PHARMACOLOGY OF EXCITABLE MEMBRANES
3 credits. Prerequisite: Consent of instructors. Membrane ionic permeability changes underlying action and synaptic potential generation. Application of electrophysiological and radioactive tracer techniques to the analysis of drug action on excitable membranes. Offered jointly by the Departments of Pharmacology and Therapeutics and Physiology.

BMS 7571 CARDIAC ELECTROPHYSIOLOGY
3 credits. Study of the normal electrophysiology and ionic mechanisms involved in various regions of the heart.

BMS 7570 BASIC CARDIAC ELECTROPHYSIOLOGY
3 credits. Basic introduction to cardiac electrophysiology and current research and techniques on genesis and control of cardiac cell potentials.

BMS 7572 ELECTROPHYSIOLOGICAL BASIS OF CARDIAC DYSRHYTHMIAS
3 credits. Study of normal cardiac cellular electrophysiology and changes which result in cardiac dysrhythmias. New techniques in diagnosis and management of dysrhythmias.

UNDERGRADUATE COURSES

These courses are offered by the College of Medicine for students majoring in other colleges.

EXP 3719L LABORATORY TOPICS IN PSYCHOPHYSICS
2 credits. Identical with EXP 3714L. Prerequisite: PSY 2013 or consent of instructor. A practicum in experimental methodology. Students will collect, analyze and evaluate data on specific problems related to brain mechanisms of skin sensation.

APB 3203 BASIC ANATOMY AND PHYSIOLOGY
3 to 5 credits. Prerequisite: ZOO 2013C. Open to students in the Colleges of Nursing and Health Related Professions and to others by permission of instructor. The structure and physiological function of selected human systems.

BSC 3023 INTRODUCTION TO HUMAN MOLECULAR BIOLOGY
3 credits. Prerequisite: ZOO 2014, APB 2152 or equivalent, CHM 2043C or equivalent. Introduction to the molecular biology of normal and abnormal human systems for students in the Life Sciences. Relationship of biochemistry to advances in medical sciences, organization of human cells, cell duplication and mutability of the human genome, nutrition and metabolic diseases, viral diseases and cell growth and proliferation (cancer, aging).

BMS 4022 BIOCHEMICAL AND NEURAL SCIENCES SEMINAR
1 credit. Discussion of topics of current interest in the biochemical and neural sciences.

BMS 4025 INTRODUCTION TO THE NEUROSCIENCES
4 credits. Prerequisite: ZOO 2014 or equivalent and consent of instructor. Structure and basic functions of the mammalian nervous system. Human neuroanatomy, including peripheral and central structures from spinal cord to

cerebral cortex. Fundamental concepts of neurophysiology, including initiation, propagation and synaptic transmission of the nerve impulse. Sensory, motor and integrative activities. Elements of neurochemistry and neuropharmacology.

BMS 4021 INTRODUCTION TO NEUROCHEMISTRY
4 credits. Prerequisite: Biochemistry. Discussion of current topics in neurochemistry. To include the metabolism of carbohydrates, lipids, amino acids, proteins and nucleic acids, the metabolsim and function of neurotransmitters and axoplasmic flow.

BMS 4023 CURRENT TOPICS IN BRAIN AND BEHAVIOR
4 credits. Identical with PSB 4003. Prerequisite: BMS 4025. Corequisite: BMS 4024. Biological bases of behavior, and structural and functional correlates of learning.

BMS 4024 EXPERIMENTAL METHODS IN BRAIN AND BEHAVIOR
1 to 4 credits. Identical with PSB 4104L. Prerequisite: BMS 4025 and PSB 3004. Corequisite: BMS 4023. An introduction to current techniques used in research on brain and behavior.

BCH 4313 INTRODUCTION TO PHYSICAL BIOCHEMISTRY
5 credits. Prerequisite: Organic Chemistry. The first half of BCH 4313-BCH 4203. An introduction to physical biochemistry. Topics will include a survey of the structure, chemistry and function of nucleic acids, amino acids and proteins, enzyme kinetics and regulation.

BCH 4203 INTRODUCTION TO INTERMEDIARY METABOLISM
5 credits. Prerequisite: BCH 4313. The second half of BCH 4313-BCH 4203. An introduction to intermediary metabolism. Topics will include a survey of the biosynthetic and degradative pathways of carbohydrates, lipids and amino acids, in addition to photosynthesis, energy conservation and metabolic control.

PCB 4535 BIOCHEMICAL GENETICS
4 credits. Prerequisite: BCH 4313-BCH 4203, BCH 5878, BCH 5879 or consent of instructor. Topics include classic and contemporary experiments illustrative of the main aspects of DNA replication, function and chromosomal organization; DNA synthesis, processing and regulation; specific protein synthesis as expressions of genetic information in: bacteriophage, mammalian cells, virus, developing and differentiating tissues and genetically characterized plants.

BMS 4905 MEDICAL SCIENCES SENIOR RESEARCH
2 to 5 credits. Prerequisite: Senior standing and consent of instructor. Laboratory or literature investigations of problems of current interest in the medical sciences.

Enrollment for the following courses restricted to students accepted in the Basic Biological and Medical Sciences Program:

BMS 4012 CELL BIOLOGY SEMINAR
7 credits. Cellular functions in health and disease. The structure and molecular biology of the mammalian cell are stressed including such things as virus-cell interactions, inborn errors of metabolism and bacterial growth. Identical to PCB 4930.

BMS 4010 INTRODUCTION TO MEDICAL SCIENCES SEMINAR
4 credits. Selected in-depth special topics in the preclinical basic sciences and their application to clinical problems.

BMS 4011 INTRODUCTION TO MEDICAL SCIENCES SEMINAR
4 credits. Continuation of BMS 4010.

INTERDISCIPLINARY MAJOR IN BIOCHEMICAL AND NEURAL SCIENCES

This program is designed to educate students qualified to enter graduate research programs in biochemistry, neuroscience and other related medical sciences.

Graduates of this program should be excellent candidates for either Graduate or Medical School. A strong background in basic chemistry and zoology courses is required.

Specific prerequisites are:

Mathematics (MAC 3311, 3312), Chemistry (Complete freshman sequence, CHM 2055C, 2056 and 3119 recommended), Organic Chemistry (CHM 3215 and 3216 recommended), Zoology (ZOO 2013C, 2014).

The requirements for the major are:

(1) Lecture courses;—Biochemistry (BCH 4313, 4203, 4 credits each), Neuroscience (BMS 4025, 4 credits), Neurochemistry (BMS 4021, 4 credits), Cell Biology (ZOO 2013C, 5 credits, or equivalent).
(2) Research in neurochemistry, neuroscience or biochemistry (BMS 4905, 12 credits required).
(3) Elective courses selected from offerings of the Department of Biochemistry and Molecular Biology, Botany, Chemistry, Immunology and Medical Microbiology, Neuroscience, Physiology, Psychology and Zoology.
(4) A student/faculty seminar (BMS 4022, 1 credit) for the last four quarters.

Because of the individualized nature of the program, only a small number of students selected by the sponsoring faculty will be accepted annually.

Application may be made at any time to the Department of Biochemistry and Molecular Biology, the Department of Neuroscience, or to the Assistant Dean for Preprofessional Education in the Colleges of Medicine and Dentistry.

FACULTY

Effective as of April 1, 1980

ANATOMY

CAMERON, DON F., Ph.D., (Med. Univ. of S.C.)
Instructor

*FELDHERR, CARL M., Ph.D., (Univ. of North Dakota)
Assistant Professor

HAY, DONALD A., Ph.D., (Univ. of North Dakota)
Assistant Professor

*KALLENBACH, ERNST A., Ph.D., (McGill University)
Associate Professor

*LARKIN, LYNN H., Ph.D., (Univ. of Colorado)
Professor

LOFTON, JOSEPH E., M.D., (Univ. of Alabama)
Professor and Assistant Dean for Preprofessional Education

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*ROSS, MICHAEL H., Ph.D. (New York University)
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SANDERS, WILLIE J., B.S., (Univ. of Florida)
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*SELMAN, KELLY, Ph.D., (Harvard University)
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*WEST, CHRISTOPHER M., Ph.D. (Calif. Inst. of Tech.)
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ANESTHESIOLOGY

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*BLOCK, A. JAY, M.D. (John Hopkins)
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Assistant Professor of Comparative Medicine

*CATON, DONALD W., M.D., (Columbia Univ.)
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MODELL, JEROME H., M.D., (Univ. of Minnesota)
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PAUL, WILLIAM L., M.D., (Univ. of Kentucky)
Assistant Professor

PERKINS, HAVEN M., M.D., (Univ. of Louisville)
Professor

POULTON, THOMAS J., M.D. (Ohio State University)
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NAGEL, EUGENE L., M.D., (Washington University)
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PRECEPTORS

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ALSUP, FRED W., M.D., (Howard University)
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ANDERSON, G.A., M.D., (Bowman Gray)
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ALTERKRUSE, JOAN N., M.D., (Stanford University)
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ANDREWS, FREDERICK C., M.D., (Tufts University)
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BERMAN, DONALD A., M.D., (Tulane University)
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BLACK, CURTIS J., M.D., (University of Minnesota)
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BLACKBURN, JOHN, M.D., (Bowman Gray)
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BOMHARD, JAMES S., M.D., (Tulane University)
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BOORAS, WILLIAM P., M.D., (University of Miami)
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BRACE, HANFORD GEORGE, M.D., (Dalhousie University)
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BRELAND, JABE A., M.D., (L.S.U.)
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BROOKS, HERBERT E., M.D., (University of Maryland)
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Preceptor/Gulf Breeze

OPER, ARNOLD, M.D., (SUNY-Upstate)
Preceptor/Opa Locka

OSTLING, B.C., M.D., P.A., (Univ. of Michigan)
Preceptor/Avon Park

OTT, FRANKLIN B., M.D., (Loyola University)
Preceptor/Pompano Beach

PADGETT, GLENN E., M.D., (George Washington Univ.)
Preceptor/West Palm Beach

PALM BEACH MEDICAL GROUP
Preceptor/West Palm Beach

PARR, PHILLIP L., M.D., (Vanderbilt University)
Preceptor/Gainesville

PERSHALSKI, JOHN E., M.D., (University of Florida)
Preceptor/Temple Terrace

POLITO, JAMES J., M.D., (New York University)
Perceptor/Pompano Beach

PRATT, DANIEL W., M.D., (John Hopkins)
Preceptor/Tampa

PRINCE, JOHN T., M.D., (Ohio State University)
Preceptor/Tequesta

RAFOOL, GORDON J., M.D., (Medical College of Georgia)
Preceptor/Winter Haven

RAITZ, RAYMOND, M.D., (Ohio State University)
Preceptor/Palmetto

REDDICK, HILLIARD R., M.D., (Temple University)
Preceptor/Quincy

REIN, HARRY, M.D., (SUNY-Downstate)

RICHMAN, WILLIAM, M.D., (Temple University)
Preceptor/Hollywood

ROBINSON, JERRY M., M.D., (Emory University)
Preceptor/Deltona

ROBINSON, NEAL A., M.D., (University of Arkansas)
Preceptor/Eustis

ROEVER, FREDERICK H., M.D., (Hahnemann)
Preceptor/New Port Richey

ROSENBLUM, ROBERT, M.D., (Middlesex University)
Preceptor/Miami Beach

SALTZMAN, EDWARD J., M.D., (Jefferson University)
Preceptor/Hollywood

SANDERS, GEORGE L., M.D., (University of Miami
Preceptor/Miami

SCHULZ, RICHARD H. AND SARAH M., M.D., (Emory)
Preceptor/Marianna

SEAY, MARY E., M.D., (University of Florida)
Preceptor/Tallahassee

SEIDEL, H. Y., M.D., (SUNY-Downstate)

SEIFER, ALAN, M.D., (University of Nebraska)
Preceptor/Miami

SELAND, GUY T., M.D., (Seton Hall College of Medicine)
Preceptor/Jacksonville

SEWELL, JESSEE Q., III, M.D., (Tulane University)
Preceptor/Marathon

SEYMOUR, CHARLES F., M.D., (Duke University)
Preceptor/Ft. Lauderdale

SHEPPARD, JAMES C., M.D., (University of Alabama)
Preceptor/Ft. Walton Beach

SHUPE, H. W., M.D., (University of Oklahoma)
Preceptor/Clewiston

SILBERMAN, HAROLD, M.D., (John Hopkins)
Preceptor/Coral Gables

SIMPSON, SHIRLEY, M.D., (University of Florida)
Preceptor/Port St. Joe

SKINNER, RICHARD G., JR., M.D., (Emory University)
Preceptor/Jacksonville

SLAWEK, DAVID F., M.D., (University of Virginia)
Preceptor/Hendersonville, N.C.

SMITH, FRED A., M.D., (Meharry Medical College)
Preceptor/Tampa

SMITH, LEONARD O., JR., M.D., (University of Florida)
Preceptor/Gainesville

SMOLEY, MELVIN, M.D., (University of Chicago)
Preceptor/Sunrise

SMOUSE, WILLIAM R., M.D., (Medical College of Virginia)
Preceptor/Ft. Lauderdale

SNODGRASS, RICHARD W., M.D., (University of Rochester)
Preceptor/Daytona Beach

SOURBEER, JOHN N., M.D., (Jefferson University)
Preceptor/Bellair Bluffs

SPRINGER, ROBERT, D.O., (Des Moines College of
Osteopathic Medicine)
Preceptor/Jacksonville

STALLER, SHELDON, M.D., (Jefferson University)
Preceptor/North Miami

STERN, JOSEPH K., M.D., (Wayne State University)
Preceptor/Plantation

STONE, MELVIN M., M.D., (New York University)
Preceptor/Hollywood

SULLIVAN, JOHN E., M.D., (Creighton University)
Preceptor/Sarasota

SUSSMAN, HOWARD F., M.D., (University of Miami)
Preceptor/North Miami

SYFRETT, T. FRANK, M.D., (University of Florida)
Preceptor/Panama City

TALLEY, ROBERT G., M.D., (University of Tennessee)
Preceptor/Ft. Lauderdale

TAWIL, ALBERT, M.D., (Jefferson University)
Preceptor/Tampa

THAMES, THOMAS B., M.D., (Duke University)
Preceptor/Orlando

THORNTON, FRANK J., JR., M.D., (Emory University)
Preceptor/Haines City

TRUMP, RICHARD C., M.D., (Ohio State University)
Preceptor/Maderia Beach

ULSETH, ROBERT, M.D., (University of Illinois)
Preceptor/Lake Worth

VANSICKLE, CHRIS R., M.D., (Michigan State University)
Preceptor/Tallahassee

VANZANT, BARNIE L., JR., M.D., (Emory University)
Preceptor/Lake City

VON THRON, JOSEPH, M.D., (Ohio State University)
Preceptor/Cocoa Beach

WALKER, JAMES W., M.D., (University of Tennessee)
Preceptor/Jacksonville

WEAVER, THOMAS D., M.D., (Medical College of Georgia)
Preceptor/Clermont

WEBSTER, MARK, D.O., (Kirksville Col. of Surgery)
Preceptor/Orange City

WEGRYN, STANLEY W., M.D., (N.Y. Medical School)
Preceptor/Sanibel Island

WELLS, DONN A., M.D., (University of N.C.)
Preceptor/Pompano Beach

WHITE, ELGA B., M.D., (University of Miami)
Preceptor/Blountstown

WILLIAM, JAY D., M.D., (Emory University)
Preceptor/Pensacola

WILLIS, WAYNE S., M.D., (University of Florida)
Preceptor/Pensacola

ZAVELSON, THOMAS M., M.D., (Duke University)
Preceptor/Gainesville

ZIFFER, ALBERT M., M.D., (New York University)
Preceptor/Altamonte Springs

ZIPSER, LESTER L., M.D., (Ohio State University)
Preceptor/Tampa

MEDICINE

General Medicine and Community Programs

ALLEN, DON L., D.D.S., (University of North Carolina)
Professor and Professor and Dean of Dentistry

BLACK, JOHN R., M.D., (University of North Carolina)
Chief Resident and Instructor

CARANASOS, GEORGE J., M.D., (Johns Hopkins)
Professor and Chief, and Professor of Community Health and Family Medicine

COGGINS, WILMER J., M.D., (Duke University)
Professor of Community Health and Family Medicine and Professor of Medicine

CORMAN, LOURDES C., M.D., (Woman's Med. Col. of Pa.)
Assistant Professor

FLETCHER, JUANITA, M.D., (Howard University)
Clinical Instructor/JHEP

HEADLEY, ELWOOD J., M.D., (Vanderbilt University)
Asistant Professor and
Associate Chief of Staff for Ambulatory Medicine/VAMC

HENDERSON, ALVIN P., M.D., (Howard University)
Chief Resident and Instructor

HILL, RICHARD K., M.D., (Johns Hopkins)
Assistant Professor/VAMC

JERNIGAN, JAMES A., M.D., (Washington University)
Assistant Professor of Community Health and Family Medicine and Assistant Professor of Medicine

MARSTON, ROBERT Q., M.D., (Medical College of Virginia)
Professor and President of University

*MCGUIGAN, JAMES E., M.D., (St. Louis University)
Professor and Chairman, Department of Medicine and Professor of Immunology and Medical Microbiology

MORELAND, ALVIN F., D.V.M., (University of Georgia)
Professor and Professor of Comparative Medicine

PETERS, WAYNE L., M.D., (University of Colorado)
Assistant Professor/JHEP

WEBB, CHARLES H., M.D., (Ohio State University)
Assistant Professor

YOUNG, MICHAEL, M.D., (Duke University)
Professor and Chairman of Biochemistry and
Professor of Medicine

Volunteer Faculty

ANELLO, JOSEPH P., JR., M.D., (University of Padua, Italy)
Clinical Instructor/JHEP/Jacksonville

ANDERSON, RICHARD M., M.D., (Emory University)
Clinical Instructor/Gainesville

BRASHEAR, BILLY, M.D., (University of Louisville)
Clinical Instructor/Gainesville

COLLINS, ROBERT D., M.D., (New York Medical College)
Clinical Associate Professor/PEP/Pensacola

CRAGO, JOHN A., M.D., (Cornell University)
Clinical Instructor/Gainesville

DAWKINS, WILBERT L., SR., M.D., (Meharry Med. Col.)
Clinical Assistant Professor/JHEP/Jacksonville

DOFF, SIMON D., M.D., (Long Island College of Medicine)
Clinical Professor/JHEP/Jacksonville

EBBINGHOUSE, JOE C., M.D., (Indiana University)
Clinical Associate Professor/JHEP/Jacksonville

EMMEL, G. LEONARD, M.D., (University of Pennsylvania)
Clinical Instructor/Gainesville

GILLESPIE, ROBERT R., JR., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

GROOVER, MARSHALL E., M.D., (University of Georgia)
Clinical Associate Professor/JHEP/Jacksonville

HALE, WILLIAM E., M.D., (Medical College of Virginia)
Clinical Assistant Professor/Dunedin

HARRISON, I. BARNETT, M.D., (Emory University)
Clinical Assistant Professor/Tallahassee

LEE, HARRY G., M.D., (Cornell University)
Clinical Assistant Professor/JHEP/Jacksonville

MENGEL, MARVIN C., M.D., (Johns Hopkins)
Clinical Assistant Professor/Orlando

MORROW, MATTHEW E., M.D., (Temple University)
Clinical Assistant Professor/JHEP/Jacksonville

MONSOUR, FARIS S., JR., M.D., (Georgetown University)
Clinical Professor/JHEP/Jacksonville

SLATON, ROBERT C., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

STRACHAN, JAMES B., M.D., (Washington University)
Clinical Professor/JHEP/Jacksonville

WEBB, MICHAEL J., M.D., (University of Miami)
Clinical Instructor/Winter Park

WEIGEL WALTER W., M.D., (Emory University)
Clinical Instructor/Palatka

YOFFEE, HARRY F., M.D., (Tulane Medical School)
Clinical Assistant Professor/JHEP/Jacksonville

YOUNG, MARTIN D., M.D., (Johns Hopkins)
Adjunct Research Professor/Gainesville

WAINWRIGHT, W. RANDOLPH, M.D., (Med. Col. of Ga.)
Instructor/JHEP/Jacksonville

Allergy Rheumatology

KATZ, PAUL, M.D., (Georgetown University)
Assistant Professor

LONGLEY, SELDEN, III, M.D., (Vanderbilt University)
Associate Professor

*PANUSH, RICHARD S., M.D., (University of Michigan)
Associate Professor and Chief and
Associate Professor of Immun. and Med. Microbiology

*STEIN, GERALD H., M.D., (University of Pennsylvania)
Assistant Professor and Assistant Professor of Community
Health and Family Medicine, Nursing and Psychology

Volunteer Faculty

CALDWELL, JACQUES R., M.D., (Johns Hopkins)
Clinical Associate Professor/Gainesville

GARTEN, LEONARD, M.D., (Medical College of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

KOHEN, MICHAEL D., M.D., (University of Florida)
Clinical Assistant Professor/Daytona Beach

MASS, MYRON F., M.D., (University of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

NEWMAN, MELVIN, M.D., (Boston University)
Clinical Associate Professor/JHEP/Jacksonville

SALES, LOUIS M., M.D., (Boston University)
Clinical Professor/JHEP/Jacksonville

STORCH, SIDNEY, M.D., (University of Brussels)
Clinical Associate Professor/JHEP/Jacksonville

Cardiology

ARIET, MARIO, Ph.D., (University of Florida)
Professor and Chief, Computer Sciences and
Professor of Medicine and
Professor of Community Health and Family Medicine

BUSS, DARYL D., D.V.M., Ph.D., (Univ. of Wisconsin)
Associate Professor and
Associate Professor of Veterinary Medicine

CHRISTIE, LEONARD G., M.D., (Temple University)
Associate Professor

CONETTA, DONALD A., M.D., (Duke University)
Assistant Professor/JHEP

CONTI, C. RICHARD, M.D., (Johns Hopkins)
Professor and Chief

CREVASSE, LAMAR E., JR., M.D., (Duke University)
Professor and Assistant Dean for Continuing Medical Education

FELDMAN, ROBERT L., M.D., (Rutgers University)
Assistant Professor

GEISER, EDWARD A., M.D., (University of Cincinnati)
Assistant Professor

GREEN J. RUSSELL, M.D., (University of Virginia)
Professor and Professor of Community Health and Family Medicine

LOMBARD, CHRISTOPHE, D.V.M., (Univ. of Zurich, Switz.
Affiliate Assistant Professor

MEHTA, JAWAHAR, M.D., (Med. Col., Amristar, India)
Associate Professor

MILLER, ALAN B., M.D., (University of Pittsburgh)
Associate Professor/JHEP

*NICHOLS, WILMER W., Ph.D., (University of Alabama)
Associate Professor and Assistant Professor of Physiology

*PEPINE, CARL J., M.D., (New Jersey College of Medicine)
Professor

SHORT, WILLIAM G. M.D., (West Virginia University)
Instructor/JHEP

TAYLOR, W. JAPE, M.D., (Harvard University)
Distinguished Service Professor and
Professor of Veterinary Medicine

Volunteer Faculty

ADAMS, LESLIE R., M.D., (University of Pennsylvania)
Clinical Associate Professor/JHEP/Jacksonville

ANDERSON, GEORGE A., M.D., (Bowman Gray)
Clinical Associate Professor/JHEP/Jacksonville

ANDREWS, JOHN W., M.D., (Emory University)
Clinical Instructor/Gainesville

BAKER, ROY M., M.D., (Emory University)
Clinical Professor/JHEP/Jacksonville

BIRCH, LARRY, M.D., (University of Michigan)
Clinical Assistant Professor/JHEP/Jacksonville

BURNS, MARSHALL A., M.D., (Tulane University)
Clinical Associate Professor/JHEP/Jacksonville

CHINOY, DAVID A., M.D., (University of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

COOPER, GARY R., M.D., (Tulane University)
Clinical Assistant Professor/Gainesville

DACE, MELVIN C., M.D., (Washington University)
Clinical Instructor/Gainesville

DE LA TORRE, ANGEL, M.D., (University of Havana)
Clinical Associate Professor/JHEP/Jacksonville

DILLAHUNT, PAUL, M.D., (Ohio State University)
Clinical Assistant Professor/JHEP/Jacksonville

EL SHAHAWY, MAHROUZ, M.D., (Vienna Medical School)
Clinical Assistant Professor/Sarasota

FARIS, WILLIAM E., M.D., (Tulane University)
Clinical Associate Professor/JHEP/Jacksonville

FLEMING, JACK W., M.D., (Emory University)
Clinical Associate Professor/Pensacola

FULLER, EARL W., JR., M.D., (Medical College of Va.)
Clinical Assistant Professor/JHEP/Jacksonville

GILMOUR, KAY E., M.D., (University of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

GUY, CLIFFORD R., M.D., (New Jersey College of Medicine)
Clinical Associate Professor/JHEP/Jacksonville

HANSON, KARL B., M.D., (University of Chicago)
Clinical Professor/JHEP/Jacksonville

HARTMANN, KAMILLO F., M.D., (Olomouc, Czech.)
Clinical Assistant Professor/JHEP/Jacksonville

IRA, GORDON H., JR., M.D., (Duke University)
Clinical Associate Professor/JHEP/Jacksonville

JACOBS, DANIEL M., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

KANTER, LAWRENCE J., M.D., (Case Western Reserve)
Clinical Assistant Professor/JHEP/Jacksonville

LOHRBAUER, LEIF A., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

MADISON, WILLIAM M., JR., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

McCALLISTER, ARCHIE, M.D., (Emory University)
Clinical Associate Professor/Stuart

McCULLAGH, JAMES M., M.D., (Emory University)
Clinical Instructor/JHEP/Jacksonville

McCULLAGH, WILLIAM H., JR., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

McINTOSH, HENRY D., M.D., (University of Pennsylvania)
Clinical Professor/Lakeland

MINER, JAMES A., M.D., (Indiana School of Medicine)
Clinical Assistant Professor/JHEP/Jacksonville

MONTGOMERY, JAMES A., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

MYERS, JAMES W., M.D., (Ohio State University)
Clinical Assistant Professor/JHEP/Jacksonville

OLLIFF, BENJAMIN C., M.D., (Medical College of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

PAGE, E. EUGENE, JR., M.D., (Johns Hopkins)
Clinical Professor/JHEP/Jacksonville

PEELER, ROBERT G., M.D., (Johns Hopkins)
Clinical Assistant Professor/JHEP/Jacksonville

PEKAAR, ROBERT L., M.D., (New Jersey Col. of Medicine)
Clinical Assistant Professor/JHEP/Jacksonville

SAHAB, JOSEPH G., M.D., (French Faculty of Medicine)
Clinical Assistant Professor/Leesburg

SCHANG, STEVEN J., JR., M.D., (George Washington Univ.)
Clinical Assistant Professor/Pensacola

SCHNEIDER, IRVIN C., M.D., (Tulane University)
Clinical Associate Professor/JHEP/Jacksonville

SCHONBERG, ALLAN, M.D., (George Washington Univ.)
Clinical Assistant Professor/JHEP/Jacksonville

SCHRANK, JOEL P., M.D., (Western Reserve)
Clinical Associate Professor/JHEP/Jacksonville

SOLER, RAUL, M.D., (University of Havana)
Clinical Assistant Professor/JHEP/Jacksonville

SILVERSTEIN, BURTON V., M.D., (Univ. of Pennsylvania)
Clinical Assistant Professor/Gainesville

STORCH, HENRY D., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

VAN CLEVE, ROBERT B., M.D., (Columbia University)
Clinical Professor/JHEP/Jacksonville

WILLIAMS, J. CURTIS, JR., M.D., (Bowman Gray)
Clinical Assistant Professor/Pensacola

Dermatology

CHILDERS, RICHARD C., M.D., (University of Rochester)
Assistant Professor

CULLEN, STANLEY I., M.D., (University of Miami)
Associate Professor

TOMECKI, KENNETH J., M.D., (Columbia Col. of Phys.)
Assistant Professor

Volunteer Faculty

SOMPAYRAC, LAUREN M., M.D., (Univ. of Pennsylvania)
Clinical Professor/JHEP/Jacksonville

WILKERSON, RUTH C., M.D., (Medical College of Virginia)
Clinical Instructor/Gainesville

Endocrinology and Metabolism

*FISHER, WALDO R., M.D., Ph.D., (Univ. of Pennsylvania)
Professor

*FREUND, GERHARD, M.D., (Goethe University)
Professor and Professor of Neuroscience

MERIMEE, THOMAS J., M.D., (University of Louisville)
Professor and Chief

MISBIN, ROBERT I., M.D., (Johns Hopkins)
Assistant Professor

MURRAY, FREDERICK W., M.D., (Hahnemann Med. Col.)
Assistant Professor

ROQUE, JUAN L., M.D., (University of Seville)
Associate Professor/JHEP

STACPOOLE, PETER W., M.D., (Vanderbilt University)
Assistant Professor

THOMAS, WILLIAM C., JR., M.D., (Cornell University)
Professor, Associate Chief of Staff for Research/VAMC

Volunteer Faculty

BUCHER, ROBERT L., M.D., (University of Minnesota)
Clinical Assistant Professor/JHEP/Jacksonville

COBLE, YANK D., JR., M.D., (Duke University)
Clinical Associate Professor/JHEP/Jacksonville

KNIZLEY, HOMER, JR., M.D., (University of Florida)
Clinical Associate Professor/Gainesville

LONDONO, JAVIER H., M.D., (University of Antioquia)
Clinical Assistant Professor/Gainesville

LOWENTHAL, JOSEPH J., M.D., (Univ. of Pennsylvania)
Clinical Professor/JHEP/Jacksonville

MILLER, ROBERT, M.D., (University of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

MONTGOMERY, CHARLES T., M.D., (University of Miami)
Clinical Associate Professor/JHEP/Jacksonville

PUESTOW, ERIC CHARLES, M.D., (Univ. of Wisconsin)
Clinical Assistant Professor/JHEP/Jacksonville

OATES, THOMAS, W., M.D., (Ohio State University)
Clinical Assistant Professor/Lakeland

SCHWALBE, FRANK C., JR., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

Gastroenterology

BAIG, M. MANSOOR, Ph.D., (SUNY-Buffalo)
Assistant Research Scientist

*CERDA, JAMES J., M.D., (University of Maryland)
Professor and Associate Chairman

*CORNELIUS, CHARLES E., D.V.M., Ph.D., (Univ. of Cal.)
Professor; Professor and Dean of Veterinary Medicine

GOLDBERG, LAWRENCE S., M.D., (New York University)
Assistant Professor/JHEP

HARTY, RICHARD F., M.D., (Georgetown University)
Assistant Professor

KING, CHARLES E., JR., M.D., (Bowman Gray)
Assistant Professor

KOLTS, BYRON E., M.D., (University of Rochester)
Associate Professor

LEIBACH, JOHN R., M.D., (Ohio State University)
Assistant Professor

MATHIAS, JOHN R., M.D., (Temple University)
Associate Professor

*McGUIGAN, JAMES E., M.D., (St. Louis University)
Professor and Professor of Immun. and Med. Microbiology

*TOSKES, PHILLIP P., M.D., (University of Maryland)
Professor and Chief

Volunteer Faculty

BORLAND, JAMES L., JR., M.D., (Johns Hopkins)
Clinical Professor/JHEP/Jacksonville

BUELOW, ROBERT G., M.D., (Temple University)
Clinical Assistant Professor/JHEP/Jacksonville

DEFORD, JAMES W., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

GROOVER, JACK R., M.D., (University of Maryland)
Clinical Associate Professor/JHEP/Jacksonville

HANCOCK, W. ROY, M.D., (Medical College of Georgia)
Clinical Professor/JHEP/Jacksonville

KANNER, ROBERT S., M.D., (Creighton University)
Clinical Instructor/JHEP/Jacksonville

KRAMER, DEAN C., M.D., (University of Missouri)
Clinical Assistant Professor/Gainesville

MORRIS, WALTER E., JR., M.D., (Med. Col. of Alabama)
Clinical Associate Professor/JHEP/Jacksonville

TEK, HONG TAING, M.D., (University of Phnom-Penh)
Clinical Assistant Professor/JHEP/Jacksonville

WIDNER, VICTOR R., M.D., (Kansas Univ. School of Med.)
Clinical Instructor/JHEP/Jacksonville

Hematology

KEITT, ALAN S., M.D., (Harvard University)
Associate Professor and
Associate Professor of Pathology

KITCHENS, CRAIG S., M.D., (University of Florida)
Associate Professor and Associate Professor of Pathology

NOYES, WARD D., M.D., (University of Rochester)
Professor and Chief

STREIFF, RICHARD R., M.D., (University of Basel)
Professor and Chief of Medical Services/VAMC

WHITTINGTON, RICHARD M., M.D., (Jefferson Med. Col.)
Professor and Assistant Dean/VAMC

Volunteer Faculty

ABRAMSON, NEIL, M.D., (Albert Einstein)
Clinical Professor/JHEP/Jacksonville

KEENE, WILLIS R., M.D., (Johns Hopkins)
Clinical Professor/Folkston, Georgia

MARKS, ALAN R., M.D., (University of Brussels, Belgium)
Instructor/JHEP/Jacksonville

MOOMAW, DAVID R., M.D., (Northwestern University)
Clinical Associate Professor/JHEP/Jacksonville

PAWLIGER, DAVID F., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

SHER, HARVEY B., M.D., (University of Florida)
Clinical Instructor/JHEP/Jacksonville

TROTTER, GEORGE S., M.D., (University of Maryland)
Clinical Associate Professor/JHEP/Jacksonville

Infectious Diseases

FOSTER, MALCOLM T., M.D., (Bowman Gray)
Professor and Chairman of Medicine/JHEP

MANSHEIM, BERNARD J., M.D., (University of Wisconsin)
Assistant Professor

MARSTON, ROBERT Q., M.D., (Medical College of Virginia)
Professor and President of University

MICHAEL, MAX, JR., M.D., (Harvard University)
Professor and Assistant Vice President for Health Affairs/JHEP

RAMPHAL, REUBEN, M.D., (McGill University)
Assistant Professor and Assistant Professor of Immunology and Medical Microbiology

*RAND, KENNETH H., M.D., (Stanford University)
Assistant Professor and Assistant Professor of Immunology and Medical Microbiology

*SHANDS, JOSEPH W., JR., M.D., (Duke University)
Professor and Chief and Professor of Immunology and Medical Microbiology

Volunteer Faculty

JURGENSEN, PAUL F., M.D., (St. Louis University)
Clinical Associate Professor/Savannah, Georgia

MAUCERI, ARTHUR A., M.D., (Georgetown University)
Clinical Assistant Professor/Gainesville

SEIGER, BARRY E., M.D., (Boston University)
Clinical Assistant Professor/Orlando

THOBURN, ROBERT, M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

VANDEVELDE, ALEXANDER G., M.D., (Univ. of Louvain)
Clinical Associate Professor/JHEP/Jacksonville

Oncology

KRAMER, BARNETT S., M.D., (University of Maryland)
Assistant Professor

ROSS, WARREN E., M.D., (University of Florida)
Assistant Professor

*WEINER, ROY S., M.D., (SUNY-Downstate)
Associate Professor and Chief, and Associate Professor of Immunology and Medical Microbiology

Volunteer Faculty

CUSUMANO, CHARLES L., M.D., (Georgetown University)
Clinical Associate Professor/Gainesville

OLSON, KENNETH B., M.D., (Harvard Medical School)
Clinical Professor/New Smyrna Beach

STECHMILLER, BRUCE K., M.D., (Johns Hopkins)
Clinical Assistant Professor/Gainesville

Pulmonary Medicine

*BLOCK, A. JAY, M.D., (Johns Hopkins)
Professor and Chief, and Professor of Anesthesiology

BLOCK, EDWARD R., M.D., (Johns Hopkins)
Assoicate Professor

*BOYSEN, PHILIP G., M.D., (Loyola-Stritch)
Assistant Professor and
Assistant Professor of Anesthesiology

HARMAN, ELOISE M., M.D., (Johns Hopkins)
Assoicate Professor

*HARRIS, J. OCIE, M.D., (University of Mississippi)
Associate Professor

RYERSON, EUGENE G., M.D., (New Jersey Col. of Medicine)
Assistant Professor

SHARPE, ISABELLA K., M.D., (Med. Col. of Pa.)
Assistant Professor/JHEP

*WYNNE, JAMES W., M.D., (Cornell University)
Associate Professor and Assistant Professor of Anesthesiology

*ZAUNER, CHRISTIAN W., Ph.D., (Southern Ill. Univ.)
Professor and Professor of Physical Education

Volunteer Faculty

ARMSTRONG, ALLAN L., M.D., (University of Virignia)
Clinical Instructor/Tampa

AUERBACH, DAVID, M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

COLEY, P. ANDREW, JR., M.D., (University of Miami)
Clinical Assistant Professor/JHEP/Jacksonville

EYE, E. HOWARD, JR., M.D., (West Virginia University)
Clinical Assistant Professor/JHEP/Jacksonville

GREENBERG, ROBERT A., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

HENDERSON, FRANK W., M.D., (Jefferson Medical College)
Clinical Assistant Professor/Lake City

JACKLER, IRA M., M.D., (University of Oklahoma)
Clinical Assistant Professor/JHEP/Jacksonville

MOOREHEAD, JOHN M., M.D., (Medical College of Ohio)
Clinical Assistant Professor/JHEP/Jacksonville

NEDER, GEORGE A., JR., M.D., (Emory University)
Clinical Instructor/Orlando

OLSEN, GERALD N., M.D., (University of Mississippi)
Clinical Professor/JHEP/Jacksonville

REID, RICHARD A., M.D., (Indiana University)
Clinical Associate Professor/JHEP/Jacksonville

NEPHROLOGY

*CADE, J. ROBERT, M.D., (University of Texas)
Professor

MAHONEY, JAMES J., JR., M.D., (University of Florida)
Assistant Professor

MARBURY, THOMAS C., M.D., (University of Texas)
Assistant Professor

MARS, DONALD R., M.D., (University of Miami)
Assistant Professor

PETERSON, JOHN C., M.D., (University of Florida)
Assistant Professor

TISHER, C. CRAIG, M.D., (Washington University)
Professor and Chief

Volunteer Faculty

DEWBERRY, LAWRENCE F., M.D., (Univ. of Maryland)
Assistant Professor/JHEP/Jacksonville

GREGORY, LOUIS F., JR., M.D., (University of Mississippi)
Clinical Assistant Professor/JHEP/Jacksonville

HAYES, CHARLES P., JR., M.D., (Duke University)
Clinical Associate Professor/JHEP/Jacksonville

MORFORD, DONALD W., M.D., (University of Kentucky)
Instructor/JHEP/Jacksonville

RAULERSON, J. DANIEL, M.D., (University of Florida)
Clinical Instructor/Gainesville

TARRANT, DARRELL G., M.D., (University of Kentucky)
Clinical Assistant Professor/Gainesville

VAZ, ANTHONY J., M.D., (Stanley Medical College, India)
Clinical Assistant Professor/JHEP/Jacksonville

IMMUNOLOGY AND MEDICAL MICROBIOLOGY

*BERNS, KENNETH I., M.D., Ph.D., (Johns Hopkins)
Professor and Chairman

*CRANDALL, RICHARD B., Ph.D., (Purdue University)
Professor

*DUCKWORTH, DONNA H., Ph.D., (Johns Hopkins)
Associate Professor

*FLANEGAN, JAMES B., Ph.D., (University of Michigan)
Assistant Professor

*GIFFORD, GEORGE E., Ph.D., (University of Minnesota)
Professor

*HAUSWIRTH, WILLIAM W., Ph.D., (Oregon State Univ.)
Associate Professor

*HOLLOMAN, WILLIAM K., Ph.D., (Univ. of California)
Assistant Professor

*MUZYCZKA, NICHOLAS, Ph.D., (Johns Hopkins)
Assistant Professor

*SMALL, PARKER A., JR., M.D., (Univ. Of Cincinnati)
Professor

*STEIN, JANET L., Ph.D., (Princeton University)
Assistant Professor and Assistant Professor of Biochemistry and Molecular Biology

NEUROLOGY

ANDRIOLA, MARY R., M.D., (Duke University)
Associate Professor

BOWERS, DAWN, Ph.D., (University of Florida)
Assistant Professor

GREER, MELVIN, M.D., (New York University)
Professor and Chairman

*HEILMAN, KENNETH M., M.D., (University of Virginia)
Professor

*McFARLING, DAVID A., M.D., (Tulane)
Visiting Assistant Professor

MUSELLA, LILLI, Ph.D., (McGill University)
Assistant Professor

RUSSO, LOUIS, M.D., (New York University)
Assistant Professor/JHEP Chairman

VALENSTEIN, EDWARD, M.D., (Albert Einstein)
Associate Professor

WATSON, ROBERT T., M.D., (University of Florida)
Professor

*WILDER, BUNA JOE, M.D., (Duke University)
Professor

*WILLMORE, LUTHER JAMES, M.D., (St. Louis University)
Associate Professor

Volunteer Faculty

ANDRIOLA, MICHAEL J., M.D., (Duke University)
Clinical Assistant Professor/Clearwater

BERCAW, BEAUREGARD L., M.D., (University of Virginia)
Clinical Assistant Professor/Clearwater

BUDA, FRANCES J., M.D., (New Jersey)
Assistant Professor/JHEP/Jacksonville

CUNNINGHAM, RICHARD W., M.D., (Univ. of Florida)
Clinical Instructor/Gainesville

FEUSSNER, GEORGE G., M.D., (Univ. of Pittsburgh)
Clinical Assistant Professor/Gainesville

FISCHER, NORMA P., (University of Florida)
Joint Associate Professor/Gainesville

GIPSON, AMOS C., M.D., (Vanderbilt University)
Clinical Instructor/Tampa

GREEN, JACOB, M.D., (University of Alabama)
Clinical Associate Professor/JHEP/Jacksonville

HARRISON, THOMAS H., M.D., (Duke University)
Clinical Instructor/Tampa

HAYCOOK, WILLIAM M., M.D., (University of Virginia)
Clinical Assistant Professor/JHEP/Jacksonville

HUDGINS, ROBERT, M.D., (Med. Col. of Virginia)
Clinical Assistant Professor/JHEP/Jacksonville

KILGORE, MANLEY W., M.D., (U.C.L.A.)
Clinical Assistant Professor/JHEP/Jacksonville

KOHLER, WILLIAM C., M.D., (University of Florida)
Clinical Assistant Professor/Tallahassee

LOPEZ, RAUL I., M.D., (University of Florida)
Clinical Assistant Professor/Lakeland

MALZONE, WILLIAM F., M.D., (University of Florida)
Clinical Assistant Professor/Lakeland

MILLER, BAYARD D., M.D., (University of Florida)
Clinical Assistant Professor/Pensacola

MOUAT, WILLIAM D., M.D., (University of Pittsburgh)
Clinical Assistant Professor/Gainesville

NEALIS, JAMES, M.D., (University of Miami)
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POHLMAN, GLENN L., M.D., (University of Minnesota)
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QUICK, DONALD T., M.D., (Case Western Reserve)
Clinical Associate Professor/Gainesville

RAY, WALTER F., M.D., (University of Florida)
Clinical Assistant Professor/Ocala

ROBINSON, BRYAN W., M.D., (Emory University)
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SCHWARTZ, HARVEY D., M.D., (University of Florida)
Clinical Assistant Professor/Boca Raton

SHAW, DAVID L., M.D., (University of Arkansas)
Clinical Assistant Professor/Pensacola

SLADE, GEORGE F., M.D., (Emory University)
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THORNTON, ROBERT S., M.D., (Emory University)
Clinical Assistant Professor/Pensacola

VROOM, FREDERICK Q., M.D., (University of Florida
Clinical Associate Professor/Tallahassee

WROE, MARTHA C., (Standford University)
Joint Associate Professor/Gainesville

NEUROLOGICAL SURGERY

BREMER, ALFONSO M., M.D., (Univ. Nat'l. Autonoma)
Professor/JHEP

DAY, ARTHUR L., M.D., (Louisiana State University)
Assistant Professor

GARCIA-BENGOCHEA, FRANCISCO, M.D., (Tulane)
Distinguished Service Professor

MICKLE, J. PARKER, M.D., (Vanderbilt)
Associate Professor

RHOTON, ALBERT L., JR., M.D., (Washington University)
Professor and Chairman

*SYPERT, GEORGE W., M.D., (Univ. of Washington)
Associate Professor, Surgery
Chief Neurological Surgery/VAH
Associate Professor, Neuroscience

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BOGGS, JOHN S., M.D., (University of Michigan)
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CAUTHEN, JOSEPH C., M.D., (Duke University)
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FREEMAN, JAMES V., M.D., (University of Tennessee)
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HUDSON, CALVIN H., M.D., (University of Tennessee)
Clinical Assistant Professor/Gainesville

MAULDIN, RONALD L., M.D., (University of N.C.)
Clinical Assistant Professor/Gainesville

ZEAL, ARNOLD A., M.D., (University of Manitoba)
Clinical Instructor/JHEP/Jacksonville

NEUROSCIENCE

*BERNSTEIN, JERALD J., Ph.D., (University of Michigan)
Professor

*BROWNELL, WILLIAM E., Ph.D., (University of Chicago)
Assistant Professor

CHILDERS, STEVEN R., Ph.D., (University of Wisconsin)
Assistant Professor of Neuroscience and Pharmacology

*DUNN ADRIAN J., Ph.D., (University of Cambridge)
Associate Professor

*FREUND, GERHARD, M.D., (J. W. Goethe University)
Professor of Neuroscience and Medicine

GFELLER, EDUARD, M.D., (University of Bern)
Professor of Neuroscience and Psychiatry

GOULD, WILLIAM R., Ph.D., (University of Florida)
Associate Professor of Neuroscience and Chairman, Department of Physical Therapy

*HEATON, MARIETA B., Ph.D., (N.C. State University)
Associate Professor

*KING, ROBERT L., Ph.D., (Johns Hopkins)
Associate Professor

*LEONARD, CHRISTIANA M., Ph.D., (M.I.T.)
Associate Professor

*LUTTGE, WILLIAM G., Ph.D., (Univ. of Calif., Irvine)
Associate Professor and Acting Chairman

*MAHAN, PARKER, E., D.D.S., Ph.D., (Emory University) (University of Rochester)
Professor of Neuroscience and Professor and Chairman, Department of Basic Dental Sciences

*MUNSON, JOHN B., Ph.D., (University of Rochester)
Associate Profesor

*SYPERT, GEORGE W., M.D., (University of Washington)
Associate Professor of Neuroscience and Neurosurgery

*THOMPSON, FLOYD J., Ph.D., (Indiana University)
Assistant Professor of Neuroscience and
Assistant Professor of Veterinary Medicine

*VAN HARTESVELDT, CAROL J., Ph.D., (Univ. of Rochester)
Associate Professor of Neuroscience and
Associate Professor of Psychology

*VIERCK, CHARLES J., JR., Ph.D., (Univ. of Florida)
Professor

*WALKER, DON W., Ph.D., (Texas Christian University)
Associate Professor Neuroscience/VAMC

*WILLMORE, LUTHER J., M.D., (Saint Louis University)
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*ZORNETZER, STEVEN F., Ph.D., (Univ. of Calif., Irvine)
Associate Professor

OBSTETRICS AND GYNECOLOGY

*ABRAMS, ROBERT M., Ph.D., D.D.S., (Univ. of Pa.)
Associate Professor

*BARRON, DONALD H., Ph.D., (Yale University)
Professor

*BRACKBILL, YVONNE, Ph.D., (Stanford)
Professor

CATON, DONALD, M.D., (Columbia University)
Associate Professor and Associate Professor in Anesthesiology

CRUZ, AMELIA C., M.D., (Far Eastern University)
Associate Professor

DALY, JAMES W., M.D., (Loyola University)
Professor

DOCKERY, J. LEE, M.D., (University of Arkansas)
Professor and Acting Dean

FERRELL, ROGER ERNEST, M.D., (University of Florida)
Assistant Professor/JHEP

FRIEDRICH, EDUARD G., M.D., (Johns Hopkins)
Professor and Chairman

GIBBS, CHARLES P., M.D., (Indiana University)
Associate Professor

HILL, HUGH M., M.D., (Johns Hopkins)
Professor and Associate Dean for Student and Alumni Affairs

KALRA, PUSHPA S., Ph.D., (University of Delhi, India)
Associate Professor

*KALRA, SATYA P., Ph.D., (University of Delhi, India)
Associate Professor

KELLNER, KENNETH R., M.D., Ph.D., (SUNY-Downstate)
Assistant Professor

KRATINA, FREDRIC K., M.D., (Medical College of Georgia)
Assistant Professor/Infirmary

MAHAN, CHARLES S., M.D., (Northwestern University)
Professor

MONIF, GILLES R., G., M.D., (Boston University)
Associate Professor

*NOTELOVITZ, MORRIS, M.D., Ph.D., (University of Witwatersrand, Johannesburg, South Africa)
Associate Professor

NUSS, ROBERT C., M.D., (Thomas Jefferson)
Associate Professor/JHEP

QUINLAN, RAYMOND W., M.D., (Hahnemann Med. Col.)
Instructor

RIGGALL, FRANK C., M.D., (Univ. of West Virginia)
Assistant Professor

THOMPSON, ROBERT J., M.D., (Wayne State University)
Associate Professor and JHEP Chairman

*VON MERING, OTTO, Ph.D., (Harvard)
Professor

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BANCROFT, JOE W., JR., M.D., (University of Miami)
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BEADLING, LESLIE W., M.D., (Temple University)
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CARSON, DORIS N., M.D., (Ohio State University)
Clinical Associate Professor/JHEP/Jacksonville

CHISHOLM, GEORGE W., M.D., (Med. Univ. of S. C.)
Clinical Instructor/Orlando

FRIEDLAND, DAVID P., M.D., (Temple University)
Clinical Associate Professor/JHEP/Jacksonville

GILLILAND, CHARLES H., M.D., (University of Iowa)
Clinical Professor/Gainesville

GLENN, J. EUGENE, M.D., (Univ. of North Carolina)
Clinical Associate Professor/JHEP/Jacksonville

HAGEL, DONALD R., M.D., (University of Nebraska)
Clinical Associate Professor/JHEP/Jacksonville

HALL, DOUGLAS C., M.D., (University of Florida)
Clinical Instructor/Ocala

HARDMAN, ALVIN A., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

HARRELL, JAMES E., M.D., (University of Florida)
Clinical Associate Professor/Stuart

HAYES, JAMES FRANKLIN, JR., M.D., (Univ. of Tennessee)
Clinical Associate Professor/JHEP/Jacksonville

JONES, JAMES R., JR., M.D., (University of Georgia)
Clinical Associate Professor/Orlando

KIRBY, TAYLOR H., JR., M.D., (George Washington Univ.)
Clinical Associate Professor/Gainesville

MAYER, GEORGE L., M.D., (University of Arkansas)
Clinical Instructor/JHEP/Jacksonville

McDOWELL, RICHARD W., M.D., (Univ. of Pennsylvania)
Clinical Professor/JHEP/Jacksonville

McNEILL, H. WYATT, M.D., (University of Miami)
Clinical Associate Professor/JHEP/Jacksonville

MEIN, ROBERT M., M.D., (University of Louisville)
Clinical Associate Professor/JHEP/Jacksonville

MESSER, H. HUTSON, M.D., (University of Florida)
Clinical Associate Professor/Tallahassee

MOFFETT, ALFRED A., M.D., (University of Miami)
Clinical Associate Professor/Leesburg

MOJADIDI, QUDRATULLAH, M.D., (Kabul Univesity)
Clinical Associate Professor/JHEP/Jacksonville

MULLEE, ROBERT G., M.D., (SUNY-Downstate)
Clinical Associate Professor/Gainesville

OBERDORFER, PAUL W., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

PHELAN, WILLIAM J., M.D., (Georgetown University)
Clinical Associate Professor/JHEP/Jacksonville

PHILLIPS, CURTIS M., M.D., (Medical College of Georgia)
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PLATOCK, GERALD M., M.D., (Medical College of Georgia)
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ROSIN, ALEXANDER P., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

RUST, WILBUR C., M.D., (Albany Medical College)
Clinical Assistant Professor/JHEP/Jacksonville

SCHOENFELD, ORENE, M.D., (University of Florida)
Clinical Associate Professor/Gainesville

SIMPSON, WILBUR CANNON, M.D., (Med. Univ. of S. C.)
Clincial Instructor/JHEP/Jacksonville

STEIN, DANIEL S., M.D., (Wayne State)
Clinical Associate Professor/St. Petersburg

SUMMERLIN, WINSTON, L., M.D., (Univ. of Maryland)
Clinical Assistant Professor/Gainesville

SUTER, MAX, M.D., (Tulane University)
Clinical Professor/JHEP/Jacksonville

YOUNG, THOMAS K., M.D., (Northwestern University)
Clinical Associate Professor/Gainesville

OPHTHALMOLOGY

CASSIN, BARBARA C., B.S., (Simmons College)
Assistant Ophthalmologist

*DAWSON, WILLIAM W., Ph.D., (Florida State Univ.
Professor

FITZGERALD, CONSTANCE R., M.D., (Washington Univ.)
Professor

HANSEN, RICHARD I., M.D., (Albert Einstein Col. of Med.)
Assistant Professor

*METCALF, JOSEPH F., M.D., (Florida State University)
Assistant Research Scientist

POLACK, FRANK M., M.D., (San Marcos University)
Professor

RUBIN, MELVIN L., M.D., (Univ. of California)
Professor and Chairman

STEPHENSON, GARY, M.D., (Washington University)
Assistant Professor and JHEP Chairman/JHEP

STERN, GEORGE A., M.D., (Univ. of California, L.A.)
Assistant Professor

TOBEY, FRANK, Ph.D., (University of Michigan)
Assistant Professor

TROBE, JONATHAN D., M.D., (Harvard University)
Associate Professor

Volunteer Faculty

AINSWORTH, WILLIAM N., M.D., (Emory University)
Clinical Assistant Professor/JHEP/Jacksonville

ANDERSON, WILLIAM H. M.D., (University of Chicago)
Clinical Assistant Professor/Ocala

BELYEU, JESSE H., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

BLOOM, JEFFREY N., M.D., (NYU School of Medicine)
Clinical Assistant Professor/JHEP/Jacksonville

CLOWER, JAMES W., M.D., (University of Georgia)
Clinical Assistant Professor/Daytona Beach

COBB, WILLIAM T., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

DUKES, EARLE T., M.D., (Emory University)
Clinical Assistant Professor/Lakeland

GILBERT, WALTER R., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

GLOTFELTY, JOHN, M.D., (University of Louisville)
Clinical Assistant Professor/Lakeland

HAZOURI GERALD C., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

HERRON, WARREN, M.D., (University of Tennessee)
Clinical Assistant Professor/Pensacola

HONIG, ALAN J., M.D., (University of Miami)
Clinical Assistant Professor/JHEP/Jacksonville

HOUSTON, WILLIAM H., M.D., (University of Georgia)
Clinical Professor/JHEP/Jacksonville

LESTER, ROBERT H., M.D., (Medical College of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

LUCUS, HOWARD C., M.D., (Cornell University)
Clinical Assistant Professor/Winter Haven

MAGRUDER, GEORGE B., M.D., (Emory University)
Clinical Assistant Professor/Orlando

MARSHALL, WALTER H., JR., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

PINKOSON, CLARLES, M.D., (Tulane University)
Clinical Assistant Professor/Gainesville

ROBBINS, JAMES E., M.D., (Emory University)
Clinical Assistant Professor/Gainesville

ROSE, HOWARD N., M.D., (Chicago Medical School)
Clinical Assistant Professor/JHEP/Jacksonville

SCHNAUSS, ROY H., M.D., (Emory University)
Clinical Assistant Professor/JHEP/Jacksonville

SCHNIPPER, ROBERT I., M.D., (Northwestern University)
Clinical Assistant Professor/JHEP/Jacksonville

SIMMONS, RICHARD L., M.D., (Indiana University)
Clinical Instructor/JHEP/Jacksonville

SMITH, DONALD L., M.D., (Jefferson Medical College)
Clinical Assistant Professor/Ocala

STAMAN, JAMES A., M.D., (Temple University)
Clinical Instructor/JHEP/Jacksonville

TRICK, GARY L., M.D., (Indiana University)
Adjunct Assistant Professor/Big Rapids, Mich.

VAN ARNAM, CARLETON E., M.D., (University of Oregon)
Clinical Assistant Professor/Gainesville

WIND, CHIEL, M.D., (Hadassah Univ. Medical School)
Clinical Assistant Professor/JHEP/Jacksonville

WOLCHOK, EUGENE B., (State University of New York)
Clinical Assistant Professor/JHEP/Jacksonville

ORTHOPAEDICS

BRIGHT, ROBERT W., M.D., (Medical College of Virginia)
Associate Professor

*BURCHARDT, HANS, Ph.D., (University of Florida)
Assistant Professor

CAMBLIN, JOHN G., M.D., (Queen's University of Belfast)
Assistant Professor/VAMC

DELL, PAUL C., M.D., (University of Florida)
Assistant Professor/VAMC

*ENNEKING, WILLIAM F., (University of Wisconsin)
Distinguished Service Professor

GLOWCZEWSKIE, FRANK P., AS/AA, (Univ. of Florida)
Assistant in Orthopaedics

HOROWITZ, MARSHALL, M.D., (University of Basel)
Assistant Professor and JHEP Chairman/JHEP

INDELICATO, PETER A., M.D., (New York Medical College)
Assistant Professor/VAMC

MILLER, GARY J., Ph.D., (University of Florida)
Assistant Professor/Bioengineering

PETTY, R. WILLIAM, M.D., (University of Arkansas)
Associate Professor and Acting Chairman

SPANIER, SUZANNE S., M.D., (University of Florida)
Assistant Professor

SPRINGFIELD, DEMPSEY S., M.D., (University of Florida)
Assistant Professor/VAMC/Pathology

TYLKOWSKI, CHESTER M., M.D., (University of Illinois)
Assistant Professor

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BINSKI, JAMES C., M.D., (Stritch School of Medicine)
Clinical Instructor/JHEP/Jacksonville

BRADY, LOUIS P.. M.D., (Emory University)
Clinical Assistant Professor/Winter Park

CLARKE, RUSSELL P., JR., M.D., (St. Louis University)
Clinical Instructor/JHEP/Jacksonville

CROFT, CARL L., M.D., (Duke University)
Clinical Instructor/Winter Park

DEDO, RICHARD G., M.D., (Northwestern University)
Clinical Assistant Professor/JHEP/Jacksonville

DYER, JAMES W., M.D., (Oklahoma University)
Clinical Instructor/JHEP/Jacksonville

FIPP, GEORGE J., M.D., (Indiana University)
Clinical Instructor/JHEP/Jacksonville

FRY, RICHARD M., M.D., (Temple University)
Clinical Assistant Professor/Gainesville

GILLESPY, THURMAN, JR., M.D., (Jefferson Medical Col.)
Clinical Instructor/Daytona Beach

GREEN, C. STANTON, M.D., (University of Miami)
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HOCKER, JOHN T., M.D., (University of Kansas)
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HOGSHEAD, HOWARD P., M.D., (University of Iowa)
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HUDSON, TERRY M., M.D., (Duke University)
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LACEY, JAMES A., M.D., (Medical College of Georgia)
Clinical Instructor/Winter Park

LOVEJOY, JOHN F., JR., M.D., (University of Florida)
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MARCH, ALLAN W., M.D., (Johns Hopkins University)
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MARSH, BURTON W., M.D., (University of Florida)
Clinical Instructor/Ocala

MEAD, CHARLES A., M.D., (George Washington University)
Assistant Professor Emeritus/JHEP/Jacksonville

MOORE, THOMAS H., JR., M.D., (University of Florida)
Clinical Instructor/Gainesville

MORSE, SEYMOUR, M.D., (Long Island Col. of Medicine)
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NIXON, JOSEPH J., M.D., (Medical College of Georgia)
Clinical Instructor/Winter Park

PARR, PHILLIP L., M.D., (Vanderbilt Medical School)
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PIOTROWSKI, GEORGE, Ph.D., (Case Western Reserve)
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PUJADAS, GUILLERMO M., M.D., (Havana University)
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RIDDICK, MAX F., M.D., (University of Tennessee)
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SHAW, CHARLES H., M.D., (Wayne State University)
Clinical Instructor/Gainesville

SPIVEY, JAMES N., M.D., (Med. Col. of South Carolina)
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STANFORD, THOMAS A., M.D., (Loma Linda University)
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SWITZER, HUGH E., M.D., (University of Miami)
Clinical Instructor/JHEP/Jacksonville

THOMPSON, JOHN Q., M.D., (Harvard Medical School)
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TODD, ETHAN O., JR., M.D., (Med. Col. of South Carolina)
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VAUGHEN, JUSTINE L., M.D., (Temple University)
Clinical Assistant Professor/Gainesville

WALLACE, PAUL F., M.D., (University of Chicago)
Clinical Assistant Professor/St. Petersburg

WILLIAMS, JOHN W., JR., M.D., (University of Miami)
Clinical Instructor/JHEP/Jacksonville

PATHOLOGY

ALEXANDER, RONALD W., M.D., (Tulane University)
Professor

BALLINGER, WILLIAM E., M.D., (University of Florida)
Assistant Professor

*BAER, HERMAN, M.D., (University of Basel, Switzerland)
Associate Professor

*BRAYLAN, RAUL C., M.D., (Buenos Aires Medical School)
Professor

*CRANDALL, CATHERINE A., Ph.D., (Purdue University)
Associate Professor

*DONNELLY, WILLIAM H., M.D., (University of Ottawa)
Associate Professor and
Associate Professor of Pediatrics

*GRAMS, RALPH R., M.D., (University of Minnesota)
Professor

*HACKETT, RAYMOND L., M.D., (University of Vermont)
Professor

HOOD, C. IAN, Ch.B., (University of Liverpool)
Professor

KEITT, ALAN S., M.D., (Harvard Medical School)
Associate Professor

*KLEIN, PAUL A., Ph.D., (University of Florida)
Associate Professor

KITCHENS, CRAIG, M.D., (University of Florida)
Assistant Professor and Assistant Professor of Medicine

*MAINO, VERNON C., Ph.D., (University of Rochester)
Assistant Professor

*MACLAREN, NOEL K., M.B., Ch.B., (University of Otago)
Professor

*MOSCOVICI, CAROL, Ph.D., (University of Rome)
Professor

*NORMAN, SIGURD J., M.D., Ph.D., (Univ. of Washington)
Professor

*PECK, AMMON B., Ph.D., (University of Wisconsin)
Assistant Professor

PIERSON, K. KENDALL, M.D., (New York University)
Professor

*RYDEN, SALLY E., M.D., (University of Michigan)
Assistant Professor

*SCORNIK, JUAN C., M.D., (Univ. of La Plata, Argentina)
Associate Professor

SMITH, ALBERT C., M.D., (Univ. of Hawaii Medical School)
Assistant Professor

*SMITH, RICHARD T., M.D., (Tulane University)
Professor and Chairman and
Professor in Pediatrics

*TEAGUE, PERRY O., Ph.D., (University of Oklahoma)
Associate Professor

WAKELAND, EDWARD K., Ph.D., (University of Hawaii)
Assistant Professor

WEBER, W. ROBERT, M.D., (University of Cincinnati)
Assistant Professor

*WOODARD, JAMES C., D.V.M., Ph.D., (M.I.T.)
Associate Professor and
Associate Professor in College of Veterinary Medicine

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BYERS, GEORGE E., M.D., (Temple University)
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ECHEVARRIA, RENE, M.D., (University of Havana)
Clinical Associate Professor/St. Petersburg

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DUPREY, PATRICIA ANN/Melbourne, FL
EVANS, BUSSIE ANTHONY/Panama City, FL
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GEHRET, DAVID ALLEN/Norristown, PA

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GLASSMAN, DEBRA SUE/N. Miami Beach, FL
GOLDBACH, JAMES DAVID/St. Petersburg, FL
GOWER, DAVID JOHN/Largo, FL
GRANGE, DOROTHY KATHERINE/Tampa, FL
GREEN, JAMES RUSSELL, III/Gainesville, FL
GROCHOWSKI, YVONNE LYNNE/Sarasota, FL
HAMLIN, ANDREA JEAN/Largo, FL
HAMPTON, ARCHIBALD ALEXANDER/Alachua, FL
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HARTSFIELD, MEL CHARLES/Tallahassee, FL
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HENDRICKS, PAUL MEREDITH/Talahassee, FL
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HICKMAN, GUY HERBERT, JR./Miami Shores, FL
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HOOD-LEWIS, MARGARET ELIZABETH/Sarasota, FL
INGRAM, DALE CLIFFORD/Pompano Beach, FL
JOHNSON, INGRID DIANE/Panama City, FL
JONES, FRANK RICHARD/Lynn Haven, FL
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KELLY-DOKUBO, IDUAMA B./Rivers State, Nigeria
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KING, PATRICIA PRINCESS/Cocoa Beach, FL
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LEDBETTER, DAVID JAMES/Winter Park, FL
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LOFTON, STEVEN ALAN/Gainesville, FL
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McDONALD, THOMAS VINCENT/Winter Park, FL
McMILLAN, VICTOR MAURICE/Quincy, FL
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MALTESE, CARL PETER/Seminole, FL
MARTIN, LAURA SUSAN/Tallahassee, FL
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EPSTEIN, HOWARD BRUCE/Palm Coast, FL
FAGIEN STEVEN/Plantation, FL
FLICK, DAVID ARTHUR/Indian Rocks Beach, FL
FOURAKER, BRADLEY DEAN/Jacksonville, FL
GELLENS, MARY ELIZABETH/Plantation, FL
GOMEZ, REX LOUIS/Treasure Island, FL
GONZALEZ, JOSE IGNACIO/Coral Gables, FL
GRANT, NANCY KAY/Biloxi, MS
GREER, JONATHAN MICHAEL/Gainesville, FL
HARRIS, HAROLD SCOTT/Ft. Myers, FL
HAYS, RICHARD MICHAEL/Lake Worth, FL
HIRSCHBERG, KAREN ROBIN/Hollywood, FL
HOAGLAND, GUY DUNCAN/Mt. Dora, FL
HOOD, DONNA JEAN/Seminole, FL
HOOD-LEWIS, DENNIS/Ft. Walton Beach, FL
HUNTLEY, WILLIAM WAYNE/Jacksonville, FL
HYDEN, PHILIP WESLEY/Micanopy, FL
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JAMES, JOHN MARK, JR./Winter Park, FL
JOHNSON, STEPHANIE EVANS/Sarasota, FL
KEARSLEY, DAVID JAMES/Weirsdale, FL
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KEYES, DAVID BERRY/Miami, FL
KONE, BRUCE CHARLES/Ft. Lauderdale, FL
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MARTINEZ, FERNANDO JOSE/Palatka, FL
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MESTER, STEPHEN WADE/Pembroke Pines, FL
MicKUNAS, VICTOR HERBERT, JR./Tarpon Springs, FL
MILLER, JOELLE DeVORE/Miami, FL
MORRIS, JUDY ELLEN/Hallandale, FL
NGUYEN, PHONG/Pensacola, FL
PATTERSON, MICHAEL ALAN/Jackson, MS
PAULL, GERSON/Hollywood, FL
PEACOCK, MARK ALLEN/Jacksonville, FL
PEARCE, KEVIN ANDREW/Ft. Lauderdale, FL
PELS, RICHARD JEFFREY/St. Petersburg, FL
PETERS, CARL WILLIAM/Los Angeles, CA
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PURKEY, WILLIAM WATSON, JR./Greensboro, NC
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ROSS, FRED HENRY/Boston, GA
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SHAFFER, BENJAMIN SCOTT/Hollywood, FL
SMITH, DAVID WILLIS/Tallahassee, FL
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THOMPSON, STEPHEN WREN/Orlando, FL
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TRYTKO, RODNEY LEE/ Merritt Island, FL
WEAVER, CURTIS JAMES/Haines City, FL
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WRIGHT, DONALD CONROY/Miami, FL
WRIGHT, THOMAS WILLIAM, JR./West Palm Beach, FL
YEARELL, JERRY WILLIAM/Meridian, MS

GRADUATE STUDENTS

Anatomy

BIRNBAUM, DAVID B./Savannah, GA
FITZGERALD, T. PATRICK/Sarasota, FL
PARDO, RUBE J./Coral Gables, FL

Biochemistry & Molecular Biology

ALGER, JAMES A./San Francisco, CA
BAUMBACH, GEORGE A./Bayshore, NY
BRADLEY, JANICE/Canyon, TX
BUHI, WILLIAM/Hamilton, OH
DENNY, JOHN B./San Antonio, TX
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FREUND, ERWIN/Driebergen, Holland
HARVILLE, TERRY O./Groveland, FL
LICHTLER, ALEX G./Newberg, NY
MA, PHYLLIS C./Taipei, Taiwan
MICHAELS, GEORGE S./Philadelphia, PA
OESWEIN, JAMES O./Lexington, KY
SCHIEBER, GRETCHEN L./Winter Park, FL
SIERRA, LUIS FELIPE/Santiago, Chile
TANHAUSER, SUSAN M./Arlington, VA

Immunology and Medical Microbiology

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FAULMAN, ERVIN L./Bozeman, MT
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HALL, BRUCE T./Santa Maria, CA
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REIS, KATHLEEN J./Largo, FL
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THOMPSON, JAMES P./Jacksonville, FL
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